



OKLAHOMA
CareerTech

Accreditation Guidelines
for
Oklahoma Public Postsecondary
Career and Technology Education

Standards Approved October 15, 2015
Last Format Update January 2023

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**Required under Part 603 of Title 34 of the Code of Federal Regulations,
Subpart B of 602**

for the

United States Department of Education Secretary's recognition of the
Oklahoma Board of Career and Technology Education

as a

**State Agency that is a reliable authority as to the quality of Public Postsecondary
Vocational (Career and Technology) Education for the State of Oklahoma**

Equal Opportunity/Nondiscrimination Policy:

The Oklahoma Department of Career and Technology Education does not discriminate on the basis of race, color, national origin, sex/gender, age, disability, or veteran status. Inquiries concerning application of this policy may be referred to the ODCTE Compliance Coordinator, 1500 W 7th Ave., Stillwater, OK 74074-4364, by calling 1-800-522-5810 or (405) 377-2000.

All comments, complaints, or media requests/inquiries can be directed to the ODCTE Chief Communications Officer by calling 1-800-522-5810 or (405) 377-2000 or e-mailing russell.ray@careertech.ok.gov .

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Accreditation

The Oklahoma State Board of Career and Technology Education is recognized by the United States Department of Education as the “authority for the approval of public postsecondary vocational [career and technology] education offered at institutions in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents of Higher Education, including the approval of public postsecondary vocational education offered via distance education.” This recognition establishes the State Board as the accrediting body for the technology centers in Oklahoma. It further requires the State Board to establish policies and standards pertaining to the accreditation process.

The policies set forth by the State Board are published in the most current *Rules for Career and Technology Education*, which is available through the Oklahoma Department of Career and Technology Education (ODCTE). However, the purpose of this publication is to outline the policies and procedures for those institutions desiring postsecondary accreditation by the State Board. The standards have been selected in an effort to promote a high commitment to excellence and continued improvement of career and technology education in Oklahoma.

The United States Department of Education does not accredit educational institutions and/or programs. However, the Secretary of Education is required by law to publish a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities as to the quality of education or training provided by the institutions. An agency seeking national recognition by the Secretary must meet the Secretary’s procedures and criteria for the recognition of accrediting agencies, as published in the *Federal Register*. The recognition process involves not only filing an application with the United States Department of Education but also review by the National Advisory Committee on Institutional Quality and Integrity (NACIQI), which makes a recommendation to the Secretary regarding recognition. The Secretary, after considering the Committee's recommendation, makes the final determination regarding recognition.

Accrediting Agency Accreditation Procedure

1. Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
2. Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency. This includes scoring the self-assessment.

3. Onsite Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Publication: Upon being satisfied that the applicant meets its standards, the accrediting agency grants accreditation or preaccreditation status and lists the institution or program in an official publication with other similarly accredited or preaccredited institutions or programs.
5. Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.
6. Reevaluation: The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or preaccredited status is warranted.

The goal of accreditation is to ensure that education provided by postsecondary institutions meets acceptable levels of quality.

Institutional accreditation normally applies to an entire institution, indicating that each of an institution's parts is contributing to the achievement of the institution's objectives, although not necessarily all at the same level of quality.

Key reasons why accreditation is important to Oklahoma's CareerTech System:

- To enhance opportunities for workforce and economic development
- To expand training opportunities for students
- To meet the needs of individuals and the community
- To help the community reach its overall goals
- To benchmark quality standards for program development, instruction and training, equipment, processes, and services for the purpose of making comparisons and improving the quality of education
- To increase enrollment opportunities for institutions by being responsive to community needs and helping the institution be successful
- To provide accreditation services to our institutions at a cost savings for institutions and the state of Oklahoma
- To offer a more efficient accreditation process using data and information that is already on file at the Oklahoma Department of Career and Technology Education
- To enhance collaboration between institutions and Oklahoma *CareerTech*

PROCEDURES

This document reflects the policies and procedures to be utilized by the State Board in accrediting vocational training (career and technology education) institutions in Oklahoma.

A. Definition of Vocational Training Institutions Eligible for Accreditation

Vocational training institutions are defined as public vocational schools under the legal jurisdiction of the Oklahoma State Board of Career and Technology Education that are organized for the central purpose of providing occupational skills training. In order to be eligible for accreditation by the State Board, these institutions (hereinafter called technology centers) must provide training programs for full-time postsecondary students and maintain specified standards of quality. The skills training provided by these institutions shall not be offered for college credit by the technology center or fall under the jurisdiction of the State Regents of Higher Education.

B. Rationale of Institutional Accreditation

A technology center shall be accredited on the basis of its ability to meet the policies and procedures of the State Board that are designed to ensure quality education and training for *CareerTech* students. Accreditation approval by the State Board is one of the eligibility requirements necessary for an institution to gain federal financial assistance for qualified postsecondary students.

C. Initial Application Procedures

The following initial procedures are required for technology centers that desire to become accredited by the State Board:

1. The institution's chief administrative officer submits a formal written request to the state director.
2. The state director shall, in turn, issue a written statement to the local institution recognizing the candidacy status of the institution. Candidacy status is normally granted for a period of one year but may be extended for an additional year at the discretion of the State Board. A formal request must be submitted to and approved by the state director in order to get an extension.
3. Candidacy status means that the institution is making progress toward meeting all of the accreditation standards but does not imply that accreditation will be granted.

During candidacy status, the institution undergoes an accreditation application and is scheduled into the evaluation cycle so that a site visit review can be conducted. Candidacy

status is not equivalent to accreditation status, and it should be noted that the United States Department of Education does not recognize candidacy status in regard to meeting eligibility requirements for student financial assistance.

D. Period of Accreditation

The accreditation status of technology centers is reviewed annually.

- Accreditation is extended for one year at a time and may be dropped or withdrawn at the conclusion of each fiscal year.
- The institution's Certificate of Accreditation is valid as long as the school continues to satisfy the conditions for accreditation as established by the State Board, not to exceed a five-year time period.
- Accredited status may be renewed through re-evaluation prior to the expiration of the accreditation certificate.
- The annual review consists of monitoring of reports such as student follow-up data, supervisory visits, financial audits, and other reports required by the state agency. These reports include; career program, distance education, competency-based education, direct assessment and program approvals.
- Full-time postsecondary program approvals must be completed in CTIMS (*CareerTech Information Management System*) before accreditation is granted.
- **Institutions shall meet the definition of a clock hour. 34 CRF 600.2**
 - A **clock hour** is defined as a period of time consisting of:
 - 50- to 60-minute class, lecture, or recitation in a 60-minute period;
 - 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period;
 - Sixty minutes of preparation in a correspondence course; or
 - In **distance education**, 50 to 60 minutes in a 60-minute period of attendance in—
 - A synchronous or asynchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students; or
 - An asynchronous learning activity involving academic engagement in which the student interacts with technology that can monitor and document the amount of time that the student participates in the activity.
 - **A clock hour in a distance education program does not meet the requirements of this definition if it does not meet all accrediting agency and State requirements or if it exceeds an agency's or State's restrictions on the number of clock hours in a program that may be offered through distance education.**
 - An institution must be capable of monitoring a student's attendance in 50 out of 60 minutes for each clock hour under this definition.

E. Evaluation and Review Procedures

The information gathered from these activities is utilized to promote the quality of institutional and program operations and to ensure the maintenance of standards.

- In order to assist in the maintenance of standards, an accredited institution is required to report (within 30 days) any **substantive change** (*a significant modification or expansion in the nature and scope of an accredited institution*) that might affect its accreditation status.
- Technology center evaluations are conducted in accordance with procedural guidelines as established by the State Board.
- These guidelines may vary from time to time as efforts are made to improve the efficiency and effectiveness of the evaluation process. However, the essential elements of a comprehensive evaluation, including an accreditation self-assessment application and onsite visit review, are consistent parts of the evaluation process.

1. Self-Assessment Application

The technology center application is divided into two parts – a technology center overview and a process and performance review.

- The district shall ensure a representative portion of the institution's governing body, administrative staff, teaching faculty (full-time, BIS, ACD, short-term), support services staff, students, business and industry, and other customers/stakeholders actively participate in the process.
- All stakeholder involvement, including student involvement in the self-assessment process must be documented.
 - Some examples of student engagement might include student surveys, student participation on self-assessment teams or advisory committees or some combination of both.
- The school must demonstrate it has enforceable written policies and procedures in place that demonstrates its ethical practices by showing that it has a well-defined set of ethical standards governing institutional or programmatic practices, including recruitment, advertising, transcripts, fair and equitable student tuition refunds, and student placement services. **(See Exhibit 8 of Appendix A)**
- Include the self-assessment verification form on letterhead and signed by the superintendent in the application. **(see Exhibit 5).**
- The technology center overview will be limited to five pages.
- The process and performance review will be limited to seventy-five pages.
- The documentation shall be submitted in electronic PDF format to the state accreditation division by **July 15** of the year scheduled for an onsite visit review.

The application shall be submitted in accordance with the content and format guidelines (see **Exhibit 4**).

- The technology center district will submit the completed self-assessment tool, including scores, **at the same time as the application.**
- Additionally, the technology center report/compliance checklist must be completed and submitted to the ODCTE accreditation (see **Exhibit 6**), **at the same time as the application.**

2. *Onsite Visit*

The onsite visit review will be organized through the state accreditation division in collaboration with the technology center.

- The examiners who review the technology center accreditation self-assessment application will also conduct the onsite visit review. This allows the team to holistically understand how well the technology center is applying the accreditation standards.
- The number and composition of team members depend on the size of the technology center and the anticipated complexity of the onsite visit. Onsite visits will typically happen over the course of 2-6 days (see **Exhibit 3**).
- Supplemental Documentation and/or any additional documents requests will be uploaded electronically to a technology center's accreditation page on ctYOU.org site.
- In addition, the examiner team will conduct interviews with a variety of individuals – staff, students, and other stakeholders – they deem necessary to gather information they need to complete their review.
- The team will communicate their findings through a feedback/summary report.
- An oral report will be given at the conclusion of the visit. This is a preliminary report. This meeting is not a forum for debate. Clarifying questions are permitted.

3. *Feedback/Summary Report*

The examiner team will work with the state accreditation division to complete a feedback/summary report for the technology center. This report is a detailed, individualized, written assessment of the technology center's strengths, deficiencies (corrective actions) and opportunities for improvement based on the institutional standards. The components of the report will include:

- Quality Standards Review – strengths and actionable items (corrective and opportunities for improvement) related to each of the accreditation standard items. The comments can help the technology center prioritize their institutional goals and action plans.
- The accreditation division will submit the feedback report to the educational institution and solicit feedback prior to the State Board accreditation decision.

- The chief executive officer of the institution will have the opportunity to comment upon the written report and file supplemental material pertinent to the facts and conclusions in the written report of the visiting team within thirty (30) days of receipt of the report before action is taken.

4. *State Board Approval and Publication of Results*

The Oklahoma Board of Career and Technology Education shall take action based upon review of the accreditation documentation, including but not limited to the site evaluation report along with the institution's response/comments.

- Upon approval of the State Board, communication is sent to the superintendent of the technology center stating the accreditation status of the institution.
- This status is published in the State Board minutes and posted on the accreditation page of the ODCTE website with the institution's annual approved programs.

5. *Continuous Improvement Plans*

- The technology center will submit plans of action addressing a minimum of one actionable item for each quality standard.
- These must be submitted, using the standard action plan template, to the state accreditation division within three (3) months of State Board approval.
- Continuous Improvement Plans will be monitored by the state accreditation division and other applicable staff.
- Status will be reviewed during the Three Year Monitoring Visit.

6. *Corrective Action Plans*

- Corrective action plans may be required for examiner identified areas of deficiency.
- Corrective action plans are expected to go before the State Board for approval with their Board Report.
- Corrective action plans must be implemented within sixty (60) days of Board Approval. Extensions can be approved at the discretion of the State Board.

7. *Technical Assistance*

The purpose of technical assistance is to help the technology center analyze where they are at and where they want to go in school performance.

- It is not meant to be evaluative, rather representing efforts to improve performance.
- This can take place onsite, virtually, or over the phone.
- Technical assistance could occur before onsite visits and/or following the receipt of the feedback/summary report from the examiner team.

8. *Monitoring*

- State agency staff shall visit the institution, as applicable, following the onsite visit review to ensure that the technology center’s corrective plan(s) of action are being followed and to provide appropriate technical assistance as needed.
- In addition, ODCTE staff will monitor technology center action plans and system impact results during Year 3 of the accreditation cycle.
- The technology center will be expected to update their self-assessment application with any results, and provide evidence of satisfactory progress on their continuous improvement plans.

9. Re-evaluation

In accordance with Oklahoma state statutes, technology centers must go through the full accreditation process a minimum of every five (5) years.



F. Training Procedures

1. Examiner Selection and Training

- The Oklahoma Department of Career and Technology Education will post and send out communication internally and externally requesting examiners.
- The information includes specific information regarding the purpose of accreditation, expectations, and a timeframe of the process.
- Anyone interested in serving as an examiner is asked to fill out an online application (**see Exhibit 1**), an examiner agreement (**see Exhibit 2**) and submit it to the ODCTE accreditation division by May 1st of each year.
- Examiners will be selected by a sub-committee of the Accreditation Advisory Committee and notified by July 1st of each year.

- There will be approximately 12-35 members selected for each technology center scheduled for their 5-year re-accreditation. Additional team members are utilized as needed.
- The team may include personnel from the Oklahoma Department of Career and Technology Education, certified career and technology education teachers and/or administrators, teacher educators, business and industry representatives, and other classifications of individuals.
- All Selected examiners will complete online training and attend Onsite Visit Prep Day.
- New Examiners will complete new examiner training.
- The same team will be used to evaluate the technology center's self-assessment application, review documentation, and conduct the onsite visit.
- The ODCTE accreditation division will be the liaison between the technology center and the examiner team.

2. State Board Member Training

- A presentation is made to the members of the State Board of Career and Technology Education at least once each year to review the accreditation policies and procedures and to explain the board's role in that process.
- Newly appointed board members receive an orientation on the accreditation process and standards during their initial training session as required by state law.

G. Categories of Accreditation Status

The accreditation status of technology centers is reviewed annually. The annual review consists of student follow-up data, supervisory visitation reports, financial audits, and other reports required by the state agency. Based on the evaluation findings and annual review, the institution is classified into one of the following categories:

1. Full Accreditation

In order to achieve full accreditation status, local institutions must have successfully completed the application procedures, a formal self-study, and an onsite evaluation. Based on the results of the evaluation, the State Board may issue a certificate of accreditation that is applicable for a period of five years, contingent upon the successful completion of an annual review. A local institution is classified as fully accredited when: (a) it meets all the requirements of the standards; or, (b) when, in the opinion of the State Board, it fails to meet one or more of the standards, but the resulting deficiencies do not detract to a serious degree from the quality of the educational program or institutional support services.

2. Probational Accreditation

An institution is classified as being on probational accreditation status when in the judgment of the State Board: (a) it fails to meet one or more of the standards and the

resulting deficiency seriously detracts from the quality of the educational program or institutional support services; (b) it consistently fails to remove or make substantial progress toward removing all deficiencies previously noted; or, (c) it deliberately and unnecessarily violates one or more of the standards.

Probational accreditation is extended for a period of one year. If the noted deficiencies have not been corrected at the end of the one-year time period, the institution's accreditation will be dropped. Under extraordinary circumstances, application may be made to the State Board for an additional one-year probationary status. This application must be accompanied by a detailed plan to correct all deficiencies and receive unanimous approval by the State Board before the extension will be granted.

Institutions that have been placed on probational accreditation status may be approved for listing only those programs that meet minimum standards. Programs not meeting minimum standards will be re-evaluated within one year to determine compliance with approved standards.

3. Accreditation Dropped

An institution that finds it impossible to meet the standards, or refuses to do so in successive years, may be dropped from accredited status. In no case will accreditation be terminated during the year of probational accreditation status or within the time required for the disposition of an appeal.

4. Accreditation Reinstatement

A dropped institution may seek reinstatement within one year of receiving the dropped status. After one year, the dropped institution must reapply and follow the same procedures as new institutions.

5. Candidacy Status

Candidacy status is achieved by submission of a request to be accredited by the State Board. Candidacy status does not equate to accreditation and will normally be granted for a period of only one year.

H. Review of Accreditation Standards and Procedures

The state agency staff confers regularly with counterpart agencies that have similar responsibilities in other states about methods and techniques that may be used to meet the responsibilities of a state approval agency. These contacts are made through telephone conversations and written correspondence and through attendance at national conferences and workshops. Staff members also confer with national and regional accrediting agencies as well as industry program certification and licensing entities.

The Oklahoma *CareerTech* Accreditation Advisory Committee provides advice to the state agency relating to the development of standards, operating procedures, and policy and also assists in interpreting educational needs and workforce projections of Oklahoma's public postsecondary career and technology education system. Administrative staff, instructional staff, students, the State Board, and other appropriate constituencies are involved in the development of the self-study document. The committee is comprised of representatives from public employment services, employers, employees, postsecondary career and technology educators, students, and members of the general public, including minority groups. Input from the committee will be considered when determining the agency's priorities.

The accreditation standards and procedures are approved in the *CareerTech* Rules by the State Board through Oklahoma's Permanent Rulemaking Process. Rules changes are submitted to ODCTE Senior Leadership through Rulemaking Notice Information and Rule Impact Statements. Notice of Rulemaking Intent must be filed at least 45 days to allow for the Governor and Cabinet Secretary's review and published more than 30 days before a public hearing is held. First reading of the proposed changes is presented to the State Board in February. A public hearing is conducted, and the State Board votes on the proposed amendments to the rules in March. With State Board approval of the rule amendments, they are submitted to the State Legislature for review and approval according to prescribed time frames. Following these approvals, the amended rules are published in the *Oklahoma Register*. Amendments are effective approximately September annually.

APPEAL PROCEDURES

A. Appealing Accreditation Status

- Accredited institutions and those seeking accreditation by the State Board have the right to appear before the State Board to contest any recommendation or decision that might adversely affect the institution's accredited status.
- A decision by the State Board not to accredit, to terminate the accreditation, or to reduce the accreditation status of a local institution may be appealed to the State Board. For this purpose, the State Board will recognize the right of appeal from representatives of the local institution, members of the local community, students or prospective students, and other interested parties or individuals.
- The State Board shall give reasonable notice and opportunity for a hearing prior to directing action that might adversely affect the institution's accreditation status.

The procedure for providing notice and an opportunity for such hearing is as follows:

1. Local institutions will be notified in writing of decision(s) made by the State Board that affects their accreditation status within ten working days of such decision(s). This notification will be accompanied by a written statement setting forth the basis for such decision(s).
2. An individual(s) or party(s) who is not satisfied with the explanation and/or who seeks to change the decision will be given an opportunity to discuss the decision with the state director or such person(s) as he/she may designate. A request for such action must be submitted to the state director's office within 60 days of the notification.
3. If the dissatisfied party(s) or individual(s) is not satisfied with the explanation given for the decision rendered, he/she may request in writing a hearing before the State Board. This request must be submitted to the state director's office at least ten working days prior to the date of the next regularly scheduled State Board meeting.
4. The chairperson of the State Board or person whom he/she may designate shall preside and direct the proceedings of such hearing. Transcripts of the review, which provided the basis for the original decision, will be an integral part of the hearing. A written transcript of the hearing and the decision rendered will be maintained.
5. The appealing party(s) or individual(s) will be notified in writing of the decision reached at the hearing and the reason thereof within 30 days of the hearing.
6. If the appealing party(s) or individual(s) is dissatisfied with the final action of the State Board with respect to the decision rendered at the hearing, a petition for review of that action may be filed in the appeals court system. Barring such appeal, the decision of the

State Board will stand as rendered. The accreditation status of the institution shall not change during the time that an appeal is under consideration.

B. Procedures for Review of Complaints

The State Board recognizes the need for the appropriate and timely review of complaints pertaining to institutional or program quality. All such complaints received by ODCTE shall be dealt with in a fair and equitable manner and in accordance with the following procedures:

1. All complaints (either verbal or written) concerning institutional or program quality shall be initially referred to the chief administrative officer of the institution for which the complaint has been registered. This referral shall occur within five working days of the registering of the complaint.
2. The chief administrative officer or his/her designee shall contact the complainant within five working days to ascertain the nature of the complaint. The complainant shall be afforded the opportunity to meet with the institutional representative(s) and to formally present his/her complaint.
3. If the complaint cannot be resolved to the satisfaction of the complainant, the complainant may request a hearing before the institution's governing board. Such requests should be submitted in writing at least ten working days in advance of a regularly scheduled board meeting and must contain the nature of the complaint.
4. Complaints that cannot be resolved by the local administration or governing board may be referred to the State Board for final disposition. A request to appear before the State Board must be received in writing at least ten working days in advance of the next regularly scheduled board meeting.
5. Written disposition of the complaint will be provided to the complainant, the institution, and other interested parties within ten working days of the final decision.

Quality Standards

The standards approved by the State Board are designed to promote the quality of programs and services offered by technology centers. Each standard describes a qualitative principle and the provisions to be made that ensure the maintenance of the standard. Accredited institutions are expected to incorporate these standards into their working operations.

Standards will be reviewed on an annual basis by the Accreditation Advisory Committee. These meetings are open to the public. Feedback will be solicited through electronic means via the ODCTE website for a minimum of 30 days before recommendations are sent on to the Oklahoma State Board of Career and Technology Education for approval. Changes in standards will take effect during the following school year after approval is granted.

The specific requirements and levels of acceptable performance for each standard are judged within the context of the institutional setting and the purposes to be achieved.

Institutional Standards

The purpose of institutional standards is to establish an educational institution's eligibility for Title IV student aid programs established by the Higher Education Act of 1965, as amended. A school's eligibility does not necessarily extend to all its programs; the school is responsible for ensuring that a program is eligible before awarding Federal Student Aid (FSA) funds to students in that program.

1. ***Leadership and Administration:*** *This standard examines how the technology center's leadership and administration's actions guide and sustain the organization.*
 - Includes the technology center's governance system, how the organization fulfills its legal, ethical, and societal responsibilities, and how it supports its communities are identified.
 - The school must demonstrate it has enforceable written policies and procedures in place that demonstrates its ethical practices by showing that it has a well-defined set of ethical standards governing institutional or programmatic practices, including recruitment, advertising, transcripts, fair and equitable student tuition refunds, and student placement services. **(See Exhibit 8 of Appendix A)**
 - How the technology center develops strategic objectives and action plans and how progress is measured.

2. ***Instruction and Training:*** *This standard examines the content and performance objectives of the programs at a level and quality acceptable whether a student moves on to postsecondary education, the military, or the workforce.*

- The program/training should be designed to provide the cognitive, affective, and psychomotor skills to teach knowledge and develop skills necessary for employment.
 - Student leadership development activities are also considered an integral part of instruction.
 - All approved programming shall be conducted in accordance with state standards, policies, and operational procedures.
3. ***Support Services:*** *This standard examines the support services utilized in obtaining performance objectives of instruction and training.*
- All students shall be provided with information on career options, advised on appropriate educational paths to meet career goals, and provided with the necessary support for success in their career programs.
 - Academic integration is provided in the context of skills needed for occupational competency, technology familiarity, and other cognitive skills.
 - Students will also receive assistance in developing transition, employability, and job search skills prior to completing their career program.
 - Examines the technology center's delivery of student and stakeholder value, including long-term budgetary and financial performance, customer satisfaction and engagement, and market success.
4. ***Measurement and Analysis:*** *This standard examines how the technology center selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology.*
- How the technology center uses review findings to improve its performance.
5. ***Personnel:*** *This standard examines the technology centers ability to assess faculty and staff (and volunteers, if applicable) capability and capacity needs and build an environment conducive to quality performance.*
- How the technology center engages, manages, and develops its faculty and staff (and volunteers, if applicable) to leverage human capital for achieving the technology center's overall mission, vision, strategy, and action plans.
 - Efforts should be made to ensure that opportunities are provided for personal and professional development in accordance with identified needs and current state and federal guidelines.
6. ***Operations:*** *This standard examines how the technology center designs, manages, and improves its processes to achieve organizational success and sustainability.*
- Business and industry sector as well as other organization and individual community involvement should be addressed.

- This standard considers a technology center’s ability to provide adequate facilities, equipment, and resources/materials for all students, including those who may need additional accommodations/modifications.
- Examines the technology center readiness for safety and emergencies and its adherence to policies and procedures.

7. ***System Impact:*** *This standard examines technology center performance indicators that align to Oklahoma CareerTech system goals and should be reported to demonstrate system impact.*

- The results show how the technology center is successful in meeting its mission and vision, goals, and objectives.
- This standard examines the technology center’s performance and improvement in key institution-wide areas outlined by the Oklahoma State Board of Career and Technology Education.
- Performance levels and trends are examined relative to required *CareerTech* benchmarks.
- This standard will be primarily charts and graphs. Technology Centers can reference charts and graphs in Standard 7 throughout their application. Technology Centers are asked to not reference other standards in Standard 7.

See Appendix D for possible narrative items for each standard.

Self-Assessment Application

The self-assessment application should be concise. **Start each section with the rubric question in bold, followed by the explanation.** Key processes, evidence, and results should be explained within the main narrative. **See Appendix D for possible narrative items for all standards.** All results data shall include citations. Examiners will note documentation as well as a listing of individuals/groups to interview needed for verification/clarification prior to the onsite review. A clear and accurate self-assessment application will help the examiners assess the statements made by the educational institution.

Application

- ✓ Limited to a 5-page technology center overview and a 75-page application
- ✓ Must be submitted electronically by July 15th of the year scheduled for an onsite visit in the school's accreditation cycle

Assessment Rubric

| Level of Achievement | Description | Score |
|----------------------|---|-------|
| Not Met | Methods and practices are not identified or implemented, are not regularly evaluated for improvement, and/or are characterized by activities. Goals are poorly defined. Results that are important to the institution for the respective quality standard are missing, not used, or randomly reported. No sources cited. | 1 |
| Below Standard | Methods and practices are identified but are not implemented, are beginning to be evaluated, and there is some early coordination among personnel and work groups. Strategy and goals are identified but do not address key methods and practices. Results that are important to the institution for the respective quality standard are reported and tracked over time, however adverse trends are observed and/or poor performance levels are observed. Some sources cited. | 2 |
| Meets Standard | Methods and practices are identified and implemented, are regularly evaluated, and there is coordination among personnel and work groups. Methods and practices align to key strategy and goals of the organization. Results that are important to the educational institution's quality standards are reported. Results are tracked over time and good performance levels are observed. Few adverse trends are observed. All sources cited. | 3 |
| Above Standard | Methods and practices are identified and are fully implemented, are repeatable and are regularly evaluated for improvement, lessons learned from improvement are shared, and there is consistent coordination among personnel and work groups. Methods and practices align to key strategy and goals of the organization. Results that are important to the educational institution's quality standards show beneficial trends over time with good-to-excellent performance levels. Results align to the organization's strategic goals and objectives. All sources cited. | 4 |
| Exceeds Standard | Methods and practices are identified and are fully implemented, are repeatable and are regularly evaluated for improvement, lessons learned from improvement are shared, and there is consistent coordination among personnel and work groups. The organization seeks and achieves efficiencies across units through analysis, innovation, and the sharing of information and knowledge. Methods and practices align to key strategy and goals of the organization. Results that are important to the educational institution's quality standards show beneficial trends over time with excellent performance levels. Results align to the organization's strategic goals and objectives. All sources cited. | 5 |

Directions

Rating – To complete the self-assessment, carefully read each quality standard that follows. The technology center overview is not rated. For each question within the quality standards, the examiner should indicate if the standards are met for accreditation by marking the appropriate boxes in the columns to the right. The numbers on the application rubric indicate the following:



Other quality standards are assessed by marking “Met” or “Not Met.”

To determine if a whole standard is met, the examiner will:

- Total and then divide the ratings in the column on the right to find the average points. The average rating needs to be at 3.0 or above.
- All “Met/Not Met” statements must be met.

The technology center will be required to complete a corrective action plan if the average rating is below 3.0 and/or there are any “Not Met” statements. This could result in probationary status or loss of accreditation.

Technology Center Overview

The technology center overview provides a framework for understanding the educational institution.

| | |
|---|--|
| Description and Situation <i>(The goal is to set the context for the educational institution.)</i> | |
| What are key technology center characteristics and its strategic situation? | |
| Questions | |
| a. Environment | |
| (1) | What are the instruction and training offerings and support services? <i>(List all full-time program offerings and business and industry training and services provided and delivery method(s) in addition to other support services provided to customers/stakeholders such as guidance, financial aid, etc.)</i> What is the relative importance of each to success? What mechanisms are used to deliver the instruction and training offerings and support services? |
| (2) | What are the technology center's mission, vision, and values? What are its core competencies, and what is their relationship to the mission? |
| (3) | What is the technology center's personnel profile? What recent changes have been experienced in personnel composition or needs? What are <ul style="list-style-type: none"> • personnel segments, • the educational requirements for different personnel segments, and • key drivers that engage personnel in achieving the mission and vision? What are the organized bargaining units (union representation, if applicable)? What are the institution's special health and safety requirements? |
| (4) | What diversity is reflected in the technology center district? |
| (5) | What are the major facilities, technologies, and equipment? |
| (6) | What is the regulatory environment under which the technology center operates? What are the key applicable occupational health and safety regulations, accreditation, certification, or registration requirements, industry standards, environmental, financial, and instruction and training, and support services regulations? |
| b. Relationships | |
| (1) | What is the organizational structure and governance system? What are the reporting relationships among the governance board, leadership and administration, and the <i>CareerTech</i> system, as appropriate? |
| (2) | What are key market segments – students, business and industry, other customer/stakeholders, as appropriate? What are their key requirements and expectations for the instruction and training offerings, support services, and operations? What are the differences in these requirements and expectations among market segments – students, business and industry, other customers/stakeholders? |
| (3) | What are the key partners and collaborators and what role do they play in the technology center? What role do these individuals/organizations play in contributing and implementing innovation at the institution? |
| c. Competitive Environment | |
| (1) | What is the technology center's competitive position? What is the relative size and growth in the education sector or the markets served? Who would be considered as the technology center's competitors? |
| (2) | What key changes, if any, are affecting the technology center's competitive situation, including changes that create opportunities for innovation and collaboration, as appropriate? |
| (3) | What key sources of comparative and competitive data are available from within the education sector? What key sources of comparative data are available from outside the education sector? What limitations, if any, affect ability to obtain or use this data? |
| d. Strategic Context | |
| (1) | What are the key strategic challenges and advantages in the areas of instruction and training, support services, personnel, operations, and societal responsibilities? |
| e. Performance Improvement System | |
| (1) | What are the key elements of the technology center's performance improvement system(s), including processes for evaluation and improvement of key organizational projects and processes? |

1 – Leadership and Administration

| | | | | | | | |
|--|---|------------------|---|---|---|---|-----|
| 1.1 | Leadership and Administration <i>(The goal of this item is to identify key aspects of leaders' and administrators' responsibilities, to create an educational institution that is successful now and in the future.)</i> How do leaders and administrators lead the technology center? | Avg Score | | | | | |
| Questions | | | | | | | |
| a. Mission, Vision, and Values | | | | | | | |
| (1) | How do leaders and administrators set the technology center's vision and values? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How do leaders and administrators demonstrate commitment to legal and ethical behavior? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How do leaders and administrators build an educational institution that is successful now and in the future? | 1 | 2 | 3 | 4 | 4 | N/A |
| b. Communication and Organizational Performance | | | | | | | |
| (1) | How do leaders and administrators communicate with and engage all personnel, students, business and industry, and other customers/stakeholders? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How do leaders and administrators create a focus on action that will achieve the technology center's mission? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How do leaders and administrators engage students in the self-assessment process? (writing the self-assessment application) | 1 | 2 | 3 | 4 | 5 | NA |
| Met/Not Met Statements | | | | | | | |
| <p><i>Senior leadership and administration provide direction to the overall organization.</i></p> <p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> | | | | | | | |
| <p><i>Senior leadership and administration ensure that students are engaged in the self-assessment process.</i></p> <p>___ Met ___ Not Met (area of deficiency, corrective action plan required)</p> | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|--|---|---|----------|---|---|---|------------------|
| 1.2 | Governance and Societal Responsibilities <i>(The goal of this item is to evaluate key aspects of the governance system, including the improvement of leaders and the leadership system. It also asks how the educational institution ensures everyone in the organization behaves legally and ethically, how it fulfills its societal responsibilities, and supports its key communities.)</i> | | | | | | Avg Score |
| | How is the technology center governed and how are societal responsibilities fulfilled? | | | | | | |
| Questions | | | | | | | |
| a. Organizational Governance | | | | | | | |
| (1) | How does the educational institution ensure responsible governance? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How is the performance of leaders and administrators, including the superintendent and governance board, evaluated? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Legal and Ethical Behavior | | | | | | | |
| (1) | How are public concerns, related to law, regulatory, and accreditation compliance, with instruction and training, support services, and operations anticipated and addressed? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How is ethical behavior promoted and ensured in all interactions? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Societal Behavior | | | | | | | |
| (1) | How does the technology center consider societal well-being and benefit as part of strategy and daily operations? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution is operating within the Oklahoma CareerTech Rules.</i> <input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>Senior leadership and administration are operating in a legal and ethical manner.</i> <input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution meets regulatory requirements and public responsibilities.</i> <input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|--|---|--|--|--|--|--|------------------|
| 1.3 | Strategy Development and Implementation <i>(The goal is to strengthen overall performance, competitiveness, and future success through the deployment of strategies to achieve goals.)</i> | | | | | | Avg Score |
| | How does the technology center develop and implement strategy? | | | | | | |
| Questions | | | | | | | |
| a. Strategy Development Process | | | | | | | |

| | | | | | | | |
|--|--|---|---|---|---|---|-----|
| (1) | How does the technology center district conduct strategic planning? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the strategy development process stimulate and incorporate innovation? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How is relevant data collected and analyzed to develop information for the strategic planning process? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | What are the technology center's key processes (examples may include enrollment, instruction, training, marketing, human resources, finance, partner relationships, and organizational effectiveness)? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Strategic Objectives | | | | | | | |
| (1) | What are the technology center's key strategic objectives and timetable for achieving these objectives? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How do strategic objectives achieve appropriate balance among varying and potentially competing institutional needs? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Action Plan Development and Deployment | | | | | | | |
| (1) | What are the technology center's key short- and long-term action plans? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are action plans deployed? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure that funding and other resources are available to support the achievement of action plans while meeting current obligations? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How does the technology center ensure that professional development aligns to short- and long-term strategic goals and objectives and action plans? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | What key performance measures or indicators are used to track the achievement and effectiveness of action plans? | 1 | 2 | 3 | 4 | 5 | N/A |
| (6) | For these key performance measures or indicators, what are performance projections for the technology center's short- and long-term planning horizons? | 1 | 2 | 3 | 4 | 5 | N/A |
| d. Action Plan Modification | | | | | | | |
| (1) | How does the technology center establish and implement modified action plans if circumstances require a shift in plans and rapid execution of new plans? | 1 | 2 | 3 | 4 | 5 | N/A |

Met/Not Met Statements

The institution has a strategic planning process that supports continuous improvement.

Met
 Not Met (area of deficiency, corrective action plan required)

Goals and objectives are aligned to the technology center's mission and vision and are regularly monitored.

Met
 Not Met (area of deficiency, corrective action plan required)

There is alignment between the educational institution's strategic plan and Oklahoma CareerTech's strategic plan and performance measures.

Met
 Not Met (area of deficiency, corrective action plan required)

The institution systematically reviews its performance.

Met
 Not Met (area of deficiency, corrective action plan required)

Additional Comments

| | | | | | | | |
|------------|--|------------------|--|--|--|--|--|
| 1.4 | Leadership Results <i>(The goals of this item are to demonstrate: (1) the extent to which the organization is fiscally sound, ethical, and socially responsible and (2) how it communicates this information to students, business and industry, and other customers/stakeholders.)</i> | Avg Score | | | | | |
| | What are the technology center’s performance results? | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|-----|
| Questions | | | | | | | |
| a. Leadership, Governance, and Societal Responsibility Results | | | | | | | |
| (1) | What are the results for leaders’ and administrators’ communication and engagement with personnel, students, business and industry, and other customers/stakeholders? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | What are the results for governance accountability? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | What are the legal, regulatory, and accreditation results? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | What are the results for ethical behavior? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | What are the results for societal responsibilities and support of its key communities? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Strategy Implementation Results | | | | | | | |
| (1) | What are results for the achievement of institutional strategy and action plans? | 1 | 2 | 3 | 4 | 5 | N/A |

Met/Not Met Statements

The institution reports levels of performance.

Met

Not Met (area of deficiency, corrective action plan required)

The institution reports trends of performance.

Met

Not Met (area of deficiency, corrective action plan required)

Additional Comments

2 – Instruction & Training

| Instruction and Training <i>(The goal of this item is to review all instruction and training programs – full-time, BIS, ACD, BES, Dropout Recovery, TANF, Adult Basic Education – offered by the technology center.)</i> | | | | | | | Avg Score |
|---|--|---|---|---|---|---|------------------|
| 2.1 How does the technology center obtain information related to student/client learning and achievement? | | | | | | | |
| Questions | | | | | | | |
| a. Instructional Planning and Organization <i>(This should emulate the program and training offerings in the technology center district)</i> | | | | | | | |
| (1) | How is a program/course plan of instruction developed to support learning objectives? <ul style="list-style-type: none"> • How are program/course outcomes determined and measured? • How does the instructional planning and organization provide adequate opportunity for all students/clients to develop the necessary knowledge, skills and competencies needed for postsecondary education and/or employment? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center ensure each student/client has the opportunity to participate in training-related work-based experiences? <ul style="list-style-type: none"> • How are student/client work-based objectives developed, implemented, and evaluated to ensure student/client progression and skill attainment? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure students/clients have the opportunity to attain industry-recognized certifications/licenses, credentials, and other outcomes that demonstrate the skills needed to meet industry-accepted standards? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How does instruction recognize and minimize bias and stereotyping? <ul style="list-style-type: none"> • How is instruction adapted for accommodations and/or modifications? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How does the technology center ensure instruction and training is monitored for quality? <ul style="list-style-type: none"> • How are enrollment and class sizes determined? • How is effectiveness monitored? • How are revision decisions made and implemented? • How is continuous improvement implemented? | 1 | 2 | 3 | 4 | 5 | N/A |
| (6) | How are client-specific (BIS, BES, Dropout Recovery, TANF, and/or Adult Basic Education) instruction and onsite visits conducted and monitored, as applicable? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Resources and Materials | | | | | | | |
| (1) | How are instructional resources, technology, and supplies provided to support the learning objectives of the program/course and meet the needs of students/clients served? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How do instructional resources and supplies meet the needs of students/clients with disabilities needing additional accommodations and/or modifications? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Leadership Development | | | | | | | |
| (1) | How do the career and technical student organizations (CTSOs) align with the desired student outcome? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are CTSOs marketed to students? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How are CTSOs integrated into the curriculum? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How does the technology center encourage and support participation/leadership opportunities throughout their district? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How does the technology center encourage and support participation/leadership opportunities beyond the local level? | 1 | 2 | 3 | 4 | 5 | N/A |
| (6) | How does the technology center ensure student organizations and members employ ethical practices and professional conduct while participating in organized activities and events? | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | | |
|-----|--|---|---|---|---|---|-----|
| (7) | How does the technology center ensure student organizations develop and carry out their CTSO Programs of Work? | 1 | 2 | 3 | 4 | 5 | N/A |
|-----|--|---|---|---|---|---|-----|

Met/Not Met Statements

The institution is teaching programs/courses approved by ODCTE.

- Met
- Not Met (area of deficiency, corrective action plan required)

The institution provides opportunities for work-based learning.

- Met
- Not Met (area of deficiency, corrective action plan required)

The institution's local CTSOs chapters are in good standing with the state and national organizations.

- Met
- Not Met (area of deficiency, corrective action plan required)

The institution's programs afford students the opportunity to participate in appropriate leadership and/or student organization(s) aligned to the desired student outcome.

- Met
- Not Met (area of deficiency, corrective action plan required)

Additional Comments

| | | | | | | | |
|------------|--|------------------|--|--|--|--|--|
| 2.2 | Student Learning Results <i>(The goal of this item is to demonstrate quality and value of instruction, training, and services that enable students, business and industry, and other customers/stakeholders be successful.)</i> | Avg Score | | | | | |
| | What are the technology center's performance results? | | | | | | |

Questions

a. Instruction and Training Results

| | | | | | | | |
|-----|--|---|---|---|---|---|-----|
| (1) | What are the results for learning and customer service processes designed to meet the needs of students, business and industry, and other customers? (examples – full-time programs, BIS, ACD, BES, Dropout Recovery, TANF, and Adult Basic Education) | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | What are the results for Career and Technical Student Organizations (CTSO) student involvement? | 1 | 2 | 3 | 4 | 5 | N/A |

Met/Not Met Statements

The institution reports levels of performance.

Met

Not Met (area of deficiency, corrective action plan required)

The institution reports trends of performance.

Met

Not Met (area of deficiency, corrective action plan required)

Additional Comments

3 – Support Services

| 3.1 Student Support <i>(The goal of this item is to review support services available to students at the technology center, including career guidance and advisement, academic integration, and job placement.)</i> | | | | | | | Avg Score |
|---|---|---|---|---|---|---|-----------|
| Questions | | | | | | | |
| a. Career Counseling and Advisement | | | | | | | |
| (1) | How does the technology center assess appropriate placement within instruction and service offerings? • How is this information communicated? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center ensure all students have an updated individual career plan and/or Perkins program of study on file that is reviewed regularly? • What is included on a student's individual plan? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure effective transition to advanced credentialing or postsecondary studies? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How does the technology center ensure equitable access to support services and provide responsive services? | 1 | 2 | 3 | 2 | 5 | N/A |
| (5) | How does the technology center collaborate with partner schools regarding student information (examples – IEPs, 504s, health plans, credentials/certificates, etc.)? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Academic Integration and Enhancement | | | | | | | |
| (1) | How does the technology center ensure academic credit courses adhere to state/federal legislation/guidelines annually? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How do career and technology education instructors develop strategies for integrating academics and other essential skills into program instruction? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How do the instructors assist in determining goals and selecting materials and instructional aids used for integrated academic skills development? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How do students understand the purpose for integrating academic instruction into their career preparation training? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How do students receive academic instruction through a variety of delivery methods/systems? | 1 | 2 | 3 | 4 | 5 | N/A |
| (6) | How does the technology center assist students in preparing for student organization academic skills demonstrations/competitive events, industry credential exams, high school equivalency testing/end of instruction exams, certification exams, college admissions testing, and/or access to community instructional resources? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Placement | | | | | | | |
| (1) | How does the technology center assist students in learning about current trends in the labor market and in developing job search skills? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center ensure all students have access to postsecondary education and training options? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How is interaction with business and industry (outside of on-the-job training – OJT), postsecondary, and military representatives incorporated into student training experiences? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How does the technology center inform students of placement opportunities, including job openings, military, and scholarship information? • Is job search assistance, including referral services, accessible to all students? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How are all students informed and provided assistance following program completion to support job placement, refine search strategies/skills, and develop retention skills for continuing employment? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |

The institution provides the opportunity for career counseling and advisement services for all students.

Met

Not Met (area of deficiency, corrective action plan required)

The institution makes appropriate accommodations/modifications for all identified/self-disclosed students.

Met

Not Met (area of deficiency, corrective action plan required)

The institution ensures integration of math, reading, and communication skills instruction with all students' occupational skills training.

Met

Not Met (area of deficiency, corrective action plan required)

The institution provides the opportunity for all students in developing employability skills and provides placement assistance for postsecondary, military, or employment.

Met

Not Met (area of deficiency, corrective action plan required)

Additional Comments

| | | | | | | | |
|--|--|------------------|---|---|---|---|-----|
| 3.2 | Communication, Marketing, and Engagement <i>(The goal of this item is to capture meaningful information essential in building a more student-, business and industry, and other customer/stakeholder-focused culture that exceeds expectations and enhances loyalty.)</i> | Avg Score | | | | | |
| | How is information obtained from students, business and industry, and other customers/stakeholders and used to meet their needs and build relationships? | | | | | | |
| Questions | | | | | | | |
| a. Communication Groups & Methods | | | | | | | |
| (1) | How are customer groups and market segments determined? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center determine and implement methods and media appropriate for each targeted audience, to include individuals with disabilities, nontraditional students, English language learners, and minorities? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How do students, business and industry, and other customers/stakeholders seek information and support? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | What is the technology center social media policy and how is it implemented? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How are procedures established and appropriate methods and measures used for communication with personnel? | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | | |
|--|--|---|---|---|---|---|-----|
| (6) | What methods are used to educate faculty/staff regarding their role in the practice of effective communications and marketing? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Relationships | | | | | | | |
| (1) | How are relationships built and managed with students, business and industry, and other customers/stakeholders? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are students', business and industry, and other customers'/stakeholders' complaints/concerns managed? • How are formal complaint records maintained? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Recruitment & Enrollment | | | | | | | |
| (1) | How does the technology center ensure enrollment and class sizes are in compliance with ODCTE guidelines? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are new secondary and adult students, business and industry, and/or clients actively pursued? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure that it serves a reasonable number and a representative cross-section of businesses in their district? | 1 | 2 | 3 | 4 | 5 | N/A |
| d. Listening | | | | | | | |
| (1) | How does the technology center listen to, interact with, and observe current students, business and industry, and other customers/stakeholders to obtain actionable information? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center listen to potential students, business and industry, and other customers/stakeholders to obtain actionable information? | 1 | 2 | 3 | 4 | 5 | N/A |
| e. Satisfaction and Engagement | | | | | | | |
| (1) | How does the technology center involve students, business and industry, and other customer/stakeholders to determine satisfaction, dissatisfaction, and engagement with programs and services? | 1 | 2 | 3 | 4 | 5 | N/A |

Met/Not Met Statements

The institution maintains and evaluates annually a written communications and marketing plan that aligns with the technology center strategic plan.

Met
 Not Met (area of deficiency, corrective action plan required)

The institution works with local business and industry to meet their needs.

Met
 Not Met (area of deficiency, corrective action plan required)

The institution is working to increase and/or diversify its market.

Met
 Not Met (area of deficiency, corrective action plan required)

The institution ensures appropriate personnel participate in local economic development meetings, chambers of commerce, or other organizations and share information gained to assist in meeting workforce needs.

Met
 Not Met (area of deficiency, corrective action plan required)

The institution monitors satisfaction and dissatisfaction of students, business and industry, and other customers/stakeholders.

___ Met
___ Not Met (area of deficiency, corrective action plan required)

The institution uses student, business and industry, and other customer/stakeholder feedback to improve its services and brand recognition.

___ Met
___ Not Met (area of deficiency, corrective action plan required)

The institution has methods and processes to engage and improve student, business and industry, and other customer/stakeholder relationships.

___ Met
___ Not Met (area of deficiency, corrective action plan required)

Additional Comments

| | | | | | | | |
|--|--|---|---|---|---|---|------------------|
| 3.3 | Finance <i>(The goal of this item is to determine what strategies have been implemented to improve financial accountability and ensure sound financial policies.)</i> | | | | | | Avg Score |
| | How does the technology center ensure fiscal accountability? | | | | | | |
| Questions | | | | | | | |
| a. Fiscal Accountability | | | | | | | |
| (1) | How does the technology center ensure all of the personnel and operational line items necessary to run a department/program are budgeted and expended according to what was initially approved or approved with revisions? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center ensure personnel have input into the development of the annual budget and expenditures? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center control the overall costs of operations? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Financial Aid (ONLY Financial Aid Examiners Score 3.3b(1)) | | | | | | | |
| (1) | How does the technology center regularly reconcile and balance its Title IV financial aid expenditures and draw totals each fiscal year? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution is operating within a balanced budget.</i> | | | | | | | |
| ___ Met ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution follows its local purchasing policy.</i> | | | | | | | |
| ___ Met ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |

| |
|----------------------------|
| Additional Comments |
| |

| | | | | | | | |
|-------------------------------------|---|------------------|---|---|---|---|-----|
| 3.4 | Consulting and Assistance <i>(The goal of this item is to capture meaningful information related to technical assistance requested/provided to support instruction and training and support services – ABM, BES, incubators, Bid Assistance – OBAN, SBM, SET, TANF.)</i> How does the technology center provide/receive consulting and assistance? | Avg Score | | | | | |
| Questions | | | | | | | |
| a. Consulting and Assistance | | | | | | | |
| (1) | How are client-specific support services provided in consulting/assistance? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are consulting/assistance provided to improve clients’ ability to start/sustain a business or to bid for and perform successfully on government contracts? <ul style="list-style-type: none"> • What other methods and resources are used to teach clients to start/sustain a business or bid for and perform successfully on government contracts? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure sufficient time and financial support for client visitation? | 1 | 2 | 3 | 4 | 5 | N/A |
| | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|---------------------------|--|------------------|---|---|---|---|-----|
| 3.5 | Support Services Results <i>(The goal of this item is to evaluate the quality and value of support services that enable students, business and industry, and other customers/stakeholders achieve success.)</i> What are the technology center’s performance results? | Avg Score | | | | | |
| Questions | | | | | | | |
| a. Student Support | | | | | | | |
| (1) | What are the technology center’s response to students’/clients’ needs? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | What are the technology center’s response to appropriate services administered to students/clients? | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | | |
|---|---|---|---|---|---|---|-----|
| (3) | What student/client participation and academic attainment is measured and reported to appropriate parties? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | What is the technology center's effectiveness of placement activities? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Communications and Marketing | | | | | | | |
| (1) | What are the student, business and industry, and other customer/stakeholder satisfaction and dissatisfaction results? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | What are marketplace performance results? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Customer/Stakeholder Engagement | | | | | | | |
| (1) | What are the student, business and industry, and other customer/stakeholder engagement results? | 1 | 2 | 3 | 4 | 5 | N/A |
| d. Finance | | | | | | | |
| (1) | What are the technology center's financial performance results? | 1 | 2 | 3 | 4 | 5 | N/A |
| e. Consulting and Assistance | | | | | | | |
| (1) | What are the performance results for provision of consulting and assistance to clients? | 1 | 2 | 3 | 4 | 5 | N/A |

Met/Not Met Statements

The institution reports levels of performance.

- Met
- Not Met (area of deficiency, corrective action plan required)

The institution reports trends of performance.

- Met
- Not Met (area of deficiency, corrective action plan required)

Additional Comments

4 – Measurement & Analysis

| | | | | | | | |
|---|--|---|---|---|---|---|------------------|
| 4.1 | Measurement, Analysis, and Improvement of Organizational Performance <i>(The goal of performance measurement, analysis, review, and improvement is to guide process management toward the achievement of key organizational results and strategic objectives, anticipate and respond to rapid or unexpected educational institution or external changes, and identify best practices to share.)</i> | | | | | | Avg Score |
| | How does the technology center measure, analyze, and then improve organizational performance? | | | | | | |
| Questions | | | | | | | |
| a. Performance Measurement | | | | | | | |
| (1) | How is data and information used to track daily operations and overall technology center performance? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are customer and stakeholder feedback and market data information used? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure the performance measurement system(s) can respond to rapid or unexpected educational institution or external changes? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Performance Analysis and Review | | | | | | | |
| (1) | How are the technology center's performance and capabilities reviewed? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Performance Improvement | | | | | | | |
| (1) | How are best practices shared in the technology center? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How is the technology center's future performance projected? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How are findings from performance reviews used to develop priorities for continuous improvement and opportunities for innovation? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <p><i>The institution measures and analyzes organizational performance.</i></p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)</p> | | | | | | | |
| <p><i>The institution has a process for continuous improvement.</i></p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met (area of deficiency, corrective action plan required)</p> | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |
| 4.2 | Knowledge Management, Information, and Information Technology <i>(The goal of this item is to identify strategies used by the technology center to improve organizational efficiency and effectiveness and stimulate innovation.)</i> | | | | | | Avg Score |
| | How does the technology center manage institutional knowledge assets, information, and information technology infrastructure? | | | | | | |

| Questions | | | | | | | |
|--|--|---|---|---|---|---|-----|
| a. Organizational Knowledge | | | | | | | |
| (1) | How is organizational knowledge managed? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are knowledge and resources used to embed learning in the way the educational institution operates? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How are individualized personnel and professional development plans reviewed and monitored for effectiveness? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Data, Information, and Information Technology | | | | | | | |
| (1) | How does the institution verify and ensure the quality of organizational data and information? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the institution ensure the security of sensitive or privileged data and information? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the institution ensure the availability of organizational data and information? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How does the institution ensure that hardware and software are reliable, secure, and user-friendly? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | In the event of an emergency, how does the institution ensure that hardware and software systems and data and information continue to be secure and available to effectively serve students, business and industry, other customers/stakeholders, and organizational needs? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Data Management | | | | | | | |
| (1) | How is the information management system used to monitor and document student/client progress? <ul style="list-style-type: none"> • What type of information management system is used? • What information is collected, measured, monitored, reported, and stored in this system? • How is it collected? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are client files, reports, and onsite visits recorded and monitored annually? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How are applicable department/program-specific records, plans of study, program plans, and/or work-based agreements recorded and maintained? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How is inventory managed? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution keeps applicable student/employee information confidential and secure.</i> | | | | | | | |
| <input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution maintains required data accurately and reports to appropriate entities in a timely manner.</i> | | | | | | | |
| <input type="checkbox"/> Met <input type="checkbox"/> Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|------------------|
| 4.3 | Measurement and Analysis Results <i>(The goal of this item is to evaluate the management of data.)</i> | | | | | | Avg Score |
| | What are the technology center's performance results? | | | | | | |
| Questions | | | | | | | |
| a. Organizational Performance | | | | | | | |
| (1) | What are the results for performance measurement, analysis, and/or improvement? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | What are the results for organizational knowledge? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | What are the results for data, information, and/or information technology? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | What are the results for data management? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution reports levels of performance.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution reports trends of performance.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

5 – Personnel

| | | | | | | | |
|--|---|---|---|---|---|---|------------------|
| 5.1 | Environment <i>(The goal of this item is to identify strategies and/or processes that the technology center uses to build an effective environment for accomplishing work and supporting personnel.)</i> | | | | | | Avg Score |
| | How does the technology center build an effective and supportive environment? | | | | | | |
| Questions | | | | | | | |
| a. Capability and Capacity | | | | | | | |
| (1) | How are personnel capability and capacity needs assessed? How does the technology center ensure that staff are meeting their requirements? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center recruit, hire, place, and retain new personnel? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center organize and manage its personnel? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How does the technology center prepare personnel for changing capability and capacity needs? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Workplace Environment | | | | | | | |
| (1) | How does the institution ensure workplace health, security, and accessibility for technology center personnel? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center support personnel in regards to services, benefits, and policies? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Collaboration | | | | | | | |
| (1) | How does personnel inform and collaborate with each other? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center coordinate services and activities with partners through regularly planned informational meetings and correspondence? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution maintains adequate, qualified personnel to carry out its purpose.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution maintains a healthy, safe environment for all employees.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|---|---|------------------|---|---|---|---|-----|
| 5.2 | Engagement <i>(The goal of this item is identify systems used by the technology center to: foster high performance, address core competencies, accomplish action plans, and ensure technology center success now and in the future.)</i> | Avg Score | | | | | |
| | How does the technology center engage personnel to achieve a high performance work environment? | | | | | | |
| Questions | | | | | | | |
| a. Engagement and Performance | | | | | | | |
| (1) | How does the technology center foster an organizational culture that is characterized by open communication, high performance, and engaged personnel? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are key drivers of personnel engagement determined? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How is personnel engagement assessed? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | What is the technology center's personnel performance evaluation system? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How does the personnel performance evaluation system support high performance and engagement? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Personnel and Leader Development | | | | | | | |
| (1) | How does the professional development system support the technology center's needs and the personal development of its personnel and leaders? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How is the effectiveness and efficiency of the professional development system evaluated? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How is career progression and succession planning managed for the technology center? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution fosters an organizational culture that is characterized by open communication and engaged personnel.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution ensures that employees are evaluated on performance.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution complies with state/federally required professional development.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution supports development and professional growth for their employees.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|---|--|---|---|---|---|---|------------------|
| 5.3 | Personnel Results <i>(The goal of this item is to demonstrate how well the institution has been in creating and maintaining a productive, caring, engaging, and learning environment for all members of the technology center workforce.)</i> | | | | | | Avg Score |
| | What are the technology center's performance results? | | | | | | |
| Questions and Results | | | | | | | |
| a. Personnel Results | | | | | | | |
| (1) | What are the environment results? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | What are the engagement results? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution reports levels of performance.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution reports trends of performance.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

6 – Operations

| | | | | | | | |
|--|---|---|---|---|---|---|------------------|
| 6.1 | Operational Effectiveness <i>(The goal of this item is to identify strategies and processes used by the technology center to create value for students, business and industry, and other customers/stakeholders and to achieve current and future organizational success.)</i> | | | | | | Avg Score |
| | How does the technology center design, manage, and improve key instruction and training, support services, and work group operations? | | | | | | |
| Questions | | | | | | | |
| a. Program, Service, and Process Design | | | | | | | |
| (1) | How are instruction and training offerings determined? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are offerings aligned to the technology center's mission/vision? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure its programs/trainings are relevant to current labor market needs? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How are key instruction and training, support services, and work group requirements determined? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How are instruction and training, support services, and work groups designed to meet their requirements? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Process Management | | | | | | | |
| (1) | How do day-to-day operations ensure key instruction and training, support services, and work group committee requirements are met? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are key support work groups determined? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How do work groups improve student/client learning, enhance performance, enrich core competencies, and increase effectiveness and efficiency? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Innovation Management | | | | | | | |
| (1) | How does the technology center engage in innovation? • How is innovation identified? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution has identified its key work and support processes and their requirements.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |
| 6.2 | Community Partnerships and Involvement <i>(The goal of this item is to ensure that business and industry and partner school input is included in the design and development of program and service offerings.)</i> | | | | | | Avg Score |
| | How does the technology center ensure community involvement? | | | | | | |
| Questions | | | | | | | |
| a. Engagement | | | | | | | |
| (1) | How does the technology center actively support and strengthen its partner school communities? | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | | |
|-----|--|---|---|---|---|---|-----|
| (2) | How does the technology center engage in activities and/or partnerships in its key communities to benefit the school? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure every program area utilizes advisory committee input in program planning and continuous improvement? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How is technology center/instruction and training enriched by utilizing community resources? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How does the technology center ensure advisory committees represent a broad segment of business and industry in the program or communities served? | 1 | 2 | 3 | 4 | 5 | N/A |
| (6) | How do personnel maintain a working relationship with their applicable field and their business and industry advisory committee? | 1 | 2 | 3 | 4 | 5 | N/A |

Met/Not Met Statements

The institution ensures business and industry input through advisory committees.

___ Met

___ Not Met (area of deficiency, corrective action plan required)

Additional Comments

6.3 Facilities, Transportation, Equipment, Resources, and Materials *(The goal of this item is to ensure the technology center uses effective operations in order to have appropriate and maintained facilities, transportation, equipment, resources and other needed materials.)*
How does the technology center ensure appropriate facilities and equipment are utilized?

Avg Score

Questions

a. Facilities

| | | | | | | | |
|-----|---|---|---|---|---|---|-----|
| (1) | How does the technology center ensure the size of the facility is adequate to ensure safe and quality education and training? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the instructional facility provide adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center ensure adequate office, program, and storage space to meet industry quality and standard for which the instruction and training is preparing students/clients to enter? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How are the facilities properly maintained and arranged in order to provide a safe and conducive work and learning environment? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How are efforts made to provide barrier-free facilities that accommodate individuals with disabilities? | 1 | 2 | 3 | 4 | 5 | N/A |
| (6) | How does the technology center ensure that students/clients in instruction and training located away from the technology center campus (examples – offsite BIS training, distance education students) have access to the same services? | 1 | 2 | 3 | 4 | 5 | N/A |

b. Transportation

| | | | | | | | |
|-----|---|---|---|---|---|---|-----|
| (1) | How does the technology center provide for transportation needs? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are transportation vehicles properly maintained and serviced? | 1 | 2 | 3 | 4 | 5 | N/A |

c. Equipment

| | | | | | | | |
|-------------------------------------|---|---|---|---|---|---|-----|
| (1) | How is appropriate equipment chosen and maintained in proper working condition? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the technology center ensure personnel and students/clients have access to necessary equipment and materials to complete their daily work? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does equipment meet or exceed all appropriate safety standards? | 1 | 2 | 3 | 4 | 5 | N/A |
| d. Resources & Materials | | | | | | | |
| (1) | How are appropriate and up-to-date software, resources, and materials chosen and maintained? | 1 | 2 | 3 | 4 | 5 | N/A |

Met/Not Met Statements

The institution provides adequate facility size for all students/clients, programs, and services.

- Met
 Not Met (area of deficiency, corrective action plan required)

The institution acquires equipment, tools, and instructional resources to support all students/clients, programs, and services.

- Met
 Not Met (area of deficiency, corrective action plan required)

Additional Comments

| | | | | | | | |
|------------------|--|------------------|---|---|---|---|-----|
| 6.4 | Safety, Security, and Emergency Preparedness <i>(The goal of this item is to ensure the technology center uses effective operations that create a safe, secure workplace environment and utilization of emergency preparedness tactical processes and strategies.)</i> | Avg Score | | | | | |
| | How does the technology center ensure effective management of technology center operations? | | | | | | |
| Questions | | | | | | | |
| a. Safety | | | | | | | |
| (1) | How is a safe operating environment provided? (6.4 a(1) Only Scored by Civil Rights/Safety Coordinator) <ul style="list-style-type: none"> What appropriate safety features (fire extinguishers, electrical outlets, eye wash stations, vehicle lifts, etc.) are available in the facility(ies)? What are appropriate measures that can be taken to protect students/clients and personnel if a safety issue arises in classroom and laboratory settings? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How are safety deficiencies corrected? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How is program-specific safety planned, presented, demonstrated, and practiced by personnel in classroom and laboratory activities? | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | | |
|--|--|---|---|---|---|---|-----|
| (4) | How does the technology center ensure that all personnel and students/clients demonstrate acceptable knowledge, attitudes, and behaviors related to health and safety practices? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Security | | | | | | | |
| (1) | How does the technology center district ensure a secure operating environment? | 1 | 2 | 3 | 4 | 5 | N/A |
| c. Emergency Preparedness | | | | | | | |
| (1) | How does the technology center prepare for disasters or emergencies? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution provides a safe environment.</i> | | | | | | | |
| ___ Met ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution regularly monitors safety.</i> | | | | | | | |
| ___ Met ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution complies will all federal/state mandates related to emergency preparedness.</i> | | | | | | | |
| ___ Met ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|--|---|------------------|---|---|---|---|-----|
| 6.5 | Compliance (<i>The goal of this item is to capture meaningful information to demonstrate the technology center is meeting its compliance requirements.</i>) | Avg Score | | | | | |
| | ONLY scored by Financial Aid and Civil Rights Examiners. | | | | | | |
| How does the technology center obtain information related to educational equity, nondiscrimination, and adherence to policies and procedures? | | | | | | | |
| Questions | | | | | | | |
| a. Educational Equity / Nondiscrimination – Civil Rights Examiners 6.5a(1-5) | | | | | | | |
| (1) | How has the district satisfied the minimum requirements for notification of its nondiscrimination policy, designation of a coordinator of compliance activities, and publication of grievance procedures? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How does the district ensure its facilities, instruction and training, and services are accessible and useable to individuals with disabilities? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How has the district taken steps to ensure that it does not discriminate in its personnel policies and practices? | 1 | 2 | 3 | 4 | 5 | N/A |

| | | | | | | | |
|--|---|---|---|---|---|---|-----|
| (4) | How does the district know recruiting, counseling, admissions, and instruction and training practices are effective in preventing discrimination? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | What diversity awareness training does the technology center provide for personnel and students/clients as well as sufficient additional support to meet the needs of special populations, minorities/ethnic groups, and non-traditional students/clients to encourage participation and completion in instruction/training and services? | 1 | 2 | 3 | 4 | 5 | N/A |
| b. Policies and Procedures – Financial Aid Examiners 6.5b(1-12) | | | | | | | |
| (1) | How does the technology center annually review and update policies and procedures based upon laws and regulations? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | How do the financial aid personnel participate in developing policies and procedures that may impact the administration of financial assistance programs or the technology center’s eligibility to participate in these programs? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | How does the technology center develop, disclose, and disseminate appropriate consumer information for current/potential students who may participate in federal student aid (FSA) programs? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | How does the technology center satisfy the financial and administrative capability requirements for institutions participating in FSA programs as required in its program participation agreement (PPA)? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | How does the technology center ensure that district policies and procedures comply with the code of ethics (professional conduct) guidelines approved by the state board and there are policies and procedures in place for reporting and resolving alleged violations? ODCTE Rules 780:15-3-7-e | 1 | 2 | 3 | 4 | 5 | N/A |
| (6) | How does the technology center develop an appropriate policy for filing and resolving personnel, customer, and stakeholder complaints related to the operation of the school and the quality of its programs and complaints related to alleged violations of laws established to protect the rights of specified groups of individuals? | 1 | 2 | 3 | 4 | 5 | N/A |
| (7) | How does the technology center develop a fair and equitable institutional refund policy in addition to adhering to FSA return requirements? | 1 | 2 | 3 | 4 | 5 | N/A |
| (8) | How does the technology center implement appropriate procedures to account for campus-based funds (Federal Work Study, FSEOG) as well as any matching contributions? | 1 | 2 | 3 | 4 | 5 | N/A |
| (9) | How does the technology center implement appropriate actions representing diligent enforcement of a Default Management Plan? | 1 | 2 | 3 | 4 | 5 | N/A |
| (10) | How does the technology center accurately disclose entity names that accredit, approve, or license the school and/or its instruction and training offerings? <ul style="list-style-type: none"> How does the technology center allow customers and stakeholders to review this information? | 1 | 2 | 3 | 4 | 5 | N/A |
| (11) | How does the technology center evaluate potential students who have neither a high school diploma nor equivalency for admission? | 1 | 2 | 3 | 4 | 5 | N/A |
| (12) | How were students who were admitted as having the ability to benefit properly documented for Title IV financial aid purposes? | 1 | 2 | 3 | 4 | 5 | N/A |

Met/Not Met Statements – Scored by Civil Rights and Financial Aid

The institution has satisfied the minimum requirements of nondiscrimination.

___ Met
 ___ Not Met (area of deficiency, corrective action plan required)

The institution ensures educational equity in relation to all potential students/clients within its service area.

___ Met
 ___ Not Met (area of deficiency, corrective action plan required)

The institution's facilities, instruction and training, and service offerings are accessible and useable to individuals with disabilities.

Met

Not Met (area of deficiency, corrective action plan required)

The institution annually updates policies and procedures.

Met

Not Met (area of deficiency, corrective action plan required)

The institution adheres to federal student aid (FSA) requirements.

Met

Not Met (area of deficiency, corrective action plan required)

The institution defines clock hours, equivalencies, or have a policy in place establishing minimum attendance for postsecondary students in accredited programs.

Met

Not Met (area of deficiency, corrective action plan required)

Additional Comments

| | | | | | | | |
|---|--|---|---|---|---|---|------------------|
| 6.6 | Operations Results <i>(The goal of this item is to demonstrate technology center effectiveness and efficiency.)</i> | | | | | | Avg Score |
| | What are the technology center's performance results? | | | | | | |
| Questions | | | | | | | |
| a. Operations Results | | | | | | | |
| (1) | What are the results for operational effectiveness? | 1 | 2 | 3 | 4 | 5 | N/A |
| (2) | What are the results for community partnerships and involvement? | 1 | 2 | 3 | 4 | 5 | N/A |
| (3) | What are the results for facilities, transportation, equipment, resources, and materials? | 1 | 2 | 3 | 4 | 5 | N/A |
| (4) | What are the results for safety and emergency preparedness? | 1 | 2 | 3 | 4 | 5 | N/A |
| (5) | What are the results for adherence to policies and procedures? | 1 | 2 | 3 | 4 | 5 | N/A |
| Met/Not Met Statements | | | | | | | |
| <i>The institution reports levels of performance.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| <i>The institution reports trends of performance.</i> | | | | | | | |
| ___ Met | | | | | | | |
| ___ Not Met (area of deficiency, corrective action plan required) | | | | | | | |
| Additional Comments | | | | | | | |
| | | | | | | | |

7 – System Impact

| | | | | | |
|--|--|---|---|--|--|
| 7.1 | Oklahoma CareerTech Statewide Benchmarks <i>(The goal of this item is to demonstrate performance results in alignment with the Oklahoma CareerTech's performance measures.)</i> What are the technology center's overall performance results? (Please use charts, graphs and other forms of data illustration. This standard will be used to show trend data. DO NOT refer to other areas of the application in this standard. Use graphs in standard 7. Other areas of the application can refer to the data in standard 7.) | | | | |
| Questions and Results | | | | | |
| | | <i>Address 75% of the areas within each section</i> | <i>Address at least 50% the areas within each section</i> | <i>Address less than 50% the areas within each section</i> | <i>This is not a service offered by our district</i> |
| a. Business/Educational Partnerships | | | | | |
| <i>Please provide performance results for the following:</i> | | | | | |
| | K-12 Partnerships | Exceeds | Meets | Develops | N/A |
| | Higher Education Partnerships | | | | N/A |
| | Advisory Committees | | | | N/A |
| | Executive Officer Network | | | | N/A |
| | Business Penetration | | | | N/A |
| | Business and Industry Satisfaction Rate | | | | N/A |
| | Consulting Services | | | | N/A |
| | Incubator Services | | | | N/A |
| | Other* (please explain): | | | | N/A |
| b. Career Awareness | | | | | |
| <i>Please provide performance results for the following:</i> | | | | | |
| | OK CareerGuide Statistics | Exceeds | Meets | Develops | N/A |
| | Individual Career Plans / Individual Career and Academic Plan (ICAP) / Perkins Programs of Study | | | | N/A |
| | Elementary Level Career Development Activities | | | | N/A |
| | Secondary (MS, JH, and/or HS) Career Development Activities | | | | N/A |
| | Adult Career Development Activities | | | | N/A |
| | Exploratory programs (summer academies and camps, potential student tours, etc.) | | | | N/A |
| | Other* (please explain): | | | | N/A |
| c. Educational Attainment | | | | | |
| <i>Please provide performance results for the following:</i> | | | | | |
| | Competencies / Knowledge and Skills | Exceeds | Meets | Develops | N/A |
| | Capacity | | | | N/A |
| | Retention/Completion | | | | N/A |
| | Academic Credit | | | | N/A |
| | Career & Technical Student Organizations | | | | N/A |
| | WorkKeys | | | | N/A |
| | Prior Learning Assessments | | | | N/A |
| | Credentials/Certifications | | | | N/A |
| | Placement | | | | N/A |
| | Company Training by Geographic Area | | | | N/A |
| | Other* (please explain): | | | | N/A |

Overall Rating Summary

| QUALITY STANDARD | ITEM | AVG SCORE | # MET | # NOT MET | STANDARD MET or NOT MET |
|-------------------------------|--|-----------|-------|-----------|-------------------------|
| Leadership and Administration | 1.1 Senior Leadership and Administration | | | | |
| | 1.2 Governance and Societal Responsibilities | | | | |
| | 1.3 Strategy Development and Implementation | | | | |
| | 1.4 Leadership Results | | | | |
| Instruction and Training | 2.1 Instruction and Training | | | | |
| | 2.2 Student Learning Results | | | | |
| Support Services | 3.1 Student Support | | | | |
| | 3.2 Communication, Marketing, and Engagement | | | | |
| | 3.3 Finance | | | | |
| | 3.4 Consulting and Assistance | | | | |
| | 3.5 Support Services Results | | | | |
| Measurement and Analysis | 4.1 Measurement, Analysis, and Improvement in Organizational Performance | | | | |
| | 4.2 Knowledge Management, Information, and Information Technology | | | | |
| | 4.3 Measurement and Analysis Results | | | | |
| Personnel | 5.1 Environment | | | | |
| | 5.2 Engagement | | | | |
| | 5.3 Personnel Results | | | | |
| Operations | 6.1 Operational Effectiveness | | | | |
| | 6.2 Community Partnerships and Involvement | | | | |
| | 6.3 Facilities, Transportation, Equipment, Resources, and Materials | | | | |
| | 6.4 Safety, Security, and Emergency Preparedness | | | | |
| | 6.5 Compliance | | | | |
| | 6.6 Operations Results | | | | |

| | | At least 75% of the areas addressed | At least 50% of the areas addressed | Less than 50% of the areas addressed | STANDARD MET or NOT MET |
|---------------|--|-------------------------------------|-------------------------------------|--------------------------------------|-------------------------|
| System Impact | 7.1 Oklahoma CareerTech Statewide Benchmarks | | | | |

Exhibit 1

Accreditation Examiner Application

Name: _____ Last served as an Examiner, if applicable (year): _____

Education Business & Industry Health Care Non-Profit/Government Other _____

School/Work Phone _____ Cell Phone _____

School/Work E-mail _____ Alternate E-mail _____

Job Title/Duties (please also include past job titles/duties that would help us know your strengths):

Please give detailed information in the following categories. Thank you!

Education:

Experience with career and technical (vocational) education:

Experience with quality/continuous improvement, assessment, evaluation, and/or observation of organizations:

Other experiences pertinent to the role of an accreditation examiner:

Approximately 10-35 examiners will be selected per technology center accreditation team each year. Selected examiners will be notified of acceptance on or before July 1. Those selected will participate in online training modules, attend new examiner training and/or onsite visit prep day.

Please complete online or return via mail, e-mail, or fax to:
Oklahoma Department of Career and Technology Education
Attention: Accreditation Division
1500 West Seventh Avenue, Stillwater, OK 70-4074-4398
jessica.ventris@careertech.ok.gov
405.743.5575 Ph 405.743.6809 Fax

DUE: May 1.

Staff Use Only: Supervisor Approval Y/N Selection Committee Approval Y/N/Alt
_____ Assignment

Exhibit 2

ACCREDITATION EXAMINER AGREEMENT
(required for field and state staff)

Accreditation Examiner Team for _____ Technology Center District

Requirements

In agreeing to serve as an accreditation examiner team member, I will adhere, to the best of my ability, the following:

- I will participate in an examiner orientation, online, and face-to-face examiner training.
- I will evaluate the technology center district accreditation application.
- I will evaluate the technology center district during a full onsite visit, and will not have any outside activities/events planned during the days/evenings of this specified time.
- I will assist in developing a feedback report, through team consensus, including completing and submitting a technology center self-assessment following the conclusion of the onsite visit.

Conflict of Interest

In agreeing to serve as an accreditation examiner team member, I certify that the following statements are true:

- I am not a recent appointee or employee of _____ Technology Center District, nor do I have close relatives who are appointees or employees of this educational institution (not applicable to state staff).
- I have not formed or expressed an opinion bearing on the accreditability of _____ Technology Center District.
- I am not employed by an institution or entity that is a direct competitor of _____ Technology Center District.
- I am not a graduate of _____ Technology Center District (not applicable to state staff).
- I have no vested interest or conflict of interest, either current or planned, in any component of _____ Technology Center District.

Confidentiality

In agreeing to serve as an accreditation examiner team member, I understand the following:

- I may be reviewing confidential and privileged information intended for the sole purpose of accreditation.
- Any unauthorized review, use, disclosure, or distribution is prohibited.

Please print your name here: _____

Please sign your name here: _____

Today's date: _____

Exhibit 3

Onsite Visit

Typical Onsite Visit Schedule
2-6 days in length – 8AM – 6:30PM

Opening Meeting (30-45 minutes)

- Introductions and overview of the onsite visit schedule
- The technology center gives an overview presentation to the examiner team

Program Observations/Interviews

- Observing instruction, classroom management, etc.; talking 1-on-1 with instructors and/or students about the program, the TC, their experience, etc.; this is just conversation, this is not scripted.

Individual Interview Walk-Arounds

- Going into an office/office area and talking with staff about their job, the TC, their experience, etc.; asking them to show how something works related to what they do (i.e. dashboards, software programs used, etc.); this is just conversation, this is not scripted.

Specific Interviews

- Scripted questions asked to all TC's going through accreditation; ask follow-up questions if clarification; ask additional questions if time remains
- Requested interviews (may be multiple interviews within each category listed)
 - o Administration
 - Leadership team, directors/coordinators
 - o Student Services Staff
 - Instructional leaders, counselors, instructional support (academic center, assessment, etc.) representatives
 - o Instructional Staff
 - Full-time, part-time, academic, dropout recovery, adult basic education, TANF, substitute/teacher aide representatives
 - o BIS/ACD/Short-term Staff
 - Coordinators (adult, ABM, ACD, BES, BIS, industrial, leadership/management, OkPTAC, safety, SBM, etc.), support staff representatives
 - o Support Staff
 - Operations, business office/finance, financial aid, registrar, bursar, communications/marketing, administrative assistance, food service, shipping/receiving/inventory, grounds/maintenance/mechanical/custodial, bus driver representatives
 - o Business & Industry

- Companies, clients (if applicable, a minimum of 1 ABM, 1 OBAN, etc.), economic development representatives
- Stakeholders
 - Board members, parents, community members (taxpayers), partner/sending school representatives (administration and counseling), advisory committee member representatives
- Students (AM and PM students)
 - High school students representing multiple program areas
 - Adult students representing multiple program areas

Safety Walk-Around

- A time solely focused on looking at safety-related issues through the facility; no specific check-list, just be observant and note strengths and opportunities for improvement; ask the guide questions along the way

Review of additional documentation/spot checking as needed. Could include:

- Current TCTW goals/data
- Innovation examples
- Work-based learning experience examples/documentation
- Individualized career plans/career and academic plans (ICAP); Perkins programs of study examples
- Communication samples
- Software programs utilized for budgeting, information management, student/personnel data, etc.
- Personnel certification/licensure; performance evaluation examples
- Professional development examples/documentation
- Partner/sending school engagement examples
- Advisory committee membership lists/minutes examples
- Financial aid files
- Survey documentation

Team Meetings

- examiners only, share information and make any modifications to the schedule if needed

Exit Interview (approximately an hour – last day of the onsite visit)

- discuss the examiner team assessment and the next steps of the process

Exhibit 4

Technology Center Accreditation Self-Assessment Application Content and Format Guidelines

Self-assessment applications are submitted to the accreditation division in PDF format.

Content

In the application, include information on all of your institution's campuses and additional sites (i.e. – embedded high school programs, off-campus BIS training facilities owned/managed by the district, etc.). Do not add links to website. Examiners will only read and discuss the application prior to the onsite visit. The application needs to contain the items listed in the order given below:

1. **Title Page.** Give the name of your institution. You may also include the address and logo, illustrations, the date, and/or a statement indicating this is a self-assessment application for ODCTE accreditation. Do not include additional information, text, or links to websites.

Divider Pages. Divider pages may be used to separate the sections listed below. On each, include only the section title. Please do not include page numbers, additional text, or illustrations.

- Table of Contents*
- Glossary of Terms and Abbreviations*
- Self-Assessment Verification*
- Organizational Chart(s)*
- Listing of Instruction, Training, and Service Offerings*
- Technology Center Overview
- Responses Addressing All Quality Standards

If you wish, you may also use divider pages to separate response to the seven quality standards.

* These items do not count against page number limits.

2. **Table of Contents.** Indicate the page number for the following:
 - Glossary of Terms and Abbreviations
 - Self-Assessment Verification
 - Organizational Chart(s)
 - Listing of Instruction, Training, and Service Offerings
 - Technology Center Overview
 - Leadership and Administration
 - Instruction and Training
 - Support Services
 - Measurement and Analysis
 - Personnel
 - Operations
 - System Impact

You do not need to indicate the page numbers for tables and figures.

3. **Glossary of Terms and Abbreviations.** In the glossary, include only terms and abbreviations used in the application, with very brief definitions. Do not include descriptions or processes, tools, methods, or techniques in the glossary.

An acceptable example of a glossary entry is:

SPP: strategic planning process

The following example is not acceptable because it includes a description:

SPP: strategic planning process, which has nine steps – a review of key documents, such as the research contract with SDE; a two-day retreat; a review of funding and mandates; a review of current organizational performance; a review of an environmental scan; appreciative inquiry; brainstorming; allocation of resources; and creation of action plans.

4. **Technology Center Self-Assessment Verification** District ensures a representative portion of the institution's administrative staff, teaching faculty, students, governing body, and other appropriate constituencies to participate in the process.
5. **Organizational Chart(s).** Please specify with names, not just titles. If you already have this done without it, add a second page with names matched up with titles. This is for examiner conflict of interest – examiners cannot be related to anyone who works in the organization, etc., and will use this to check.
6. **Listing of Instruction, Training, and Service Offerings.** This section is a chart that includes all of the instruction and training offerings (full-time programs, short-term or customized training, adult and career development courses, etc.) and service offerings (guidance and counseling, marketing and communications, business operations, consulting services, etc.) during the immediate past fiscal year. (See Technology Center Overview Question a(1) on page 20.)
7. **Technology Center Overview.** This section outlines your educational institution and states key factors that influence its operations and future direction. Examiners use this vital part of the application throughout their review.
8. **Responses Addressing All Quality Standards.** In this section, respond to all questions and met/not met statements in each of the item categories within the *Accreditation Guidelines*.
 - **Label the questions to address as in the *Accreditation Guidelines* (i.e. 2.1a).** You may group responses for multiple areas (i.e. 2.1a, b). If a question does not pertain to your technology center, explain why in one or two sentences.
 - Discussion or results and results themselves should be close together in the application. Trends that show a significant beneficial or adverse change should be explained. Use figure numbers that correspond to items. For example, the third figure in the personnel results item category would be Figure 5.3-3.

Format

Page Limits

The limits given below include all illustrations, figures, tables, and appendixes. Divider pages, table of contents, glossary of terms and abbreviations, organizational chart(s), and the listing of instruction, training, and service offerings do not count toward the limits. However, if these pages contain additional material, such as process descriptions, quotations, figures, tables, or illustrations, they will count toward the total page allotment.

| Section | Page Limit |
|--|-------------------|
| Technology Center Overview | 5 |
| Responses Addressing All Quality Standards | 75 |

Page and Text Format

| Element | Requirement |
|---|--|
| Page Type | Standard, 8 ½ x 11 inch, white |
| Paper Orientation | |
| Text Pages | Portrait |
| Pages with graphs, figures, and data tables | Portrait or Landscape |
| Margins | |
| Left | ¾ inch minimum |
| Right | ½ inch minimum |
| Text Columns | |
| 2 | ¼ inch between columns minimum |
| Numbering | |
| Other Pages Included | Roman Numerals or None |
| Technology Center Overview | 1-5 |
| Responses Addressing All Quality Standards | 6-80 |
| Font and Type Size | |
| <i>Please do not use narrow, compressed, or condensed fonts or use spacing between lines.</i> | |
| Running Text | Times New Roman or Ariel, 10 point minimum |
| Tables (primarily text) | Times New Roman or Arial, 8 point minimum |
| Other Graphics (charts, graphs, data tables, and other figures including titles and captions) | Any Font, 8 point minimum |

Graphics

- See requirements above.
- Clearly label each figure using descriptive text. For example, the third figure in the personnel results item category would be “Figure 5.3-3 Workplace Health and Accessibility.”
- Clearly label all axes and units of measure.
- All results data shall include citations.

Exhibit 5

**Technology Center Accreditation
Self-Assessment Verification**
Please place on school letterhead

We, _____ Technology Center District, have met the requirements of attending accreditation training and having a representative portion of the following groups have been a part of the institution's self-assessment process, including but not limited to accreditation training, self-assessment development and feedback, and the onsite visit.

- Accreditation Training received _____
- Governing Body
- Administrative Staff
- Teaching Faculty (full-time, BIS, ACD, short-term)
- Support Services Staff
- Students
- Business and Industry
- Other Customers/Stakeholders

Signature

Technology Center District Superintendent

Exhibit 6

Technology Center Report/Compliance Checklist
Due July 15th

School: _____ Date of Visit: _____

Please enter the exact URL as a hyperlink for items available on the district’s website. When possible, hyperlink to the exact page for the information requested, if you cannot link to the exact page, hyperlink to the document and list the exact page number(s) following the link.

*If no URL, please upload in the **Documentation Upload Folder** under **Onsite Visit** in your technology center’s accreditation course on ctYOU.org*

Legend to Code Location/Availability (where to find):

BPP = Board Policies & Procedures, page ____

CI HB = Consumer Information Handbook, page ____

FA PP = Financial Aid Policies & Procedures Handbook, page ____

SHB = Student Handbook, page ____

O = Other Publication (describe) _____, page ____

General Information about the School

State Requirements: Oklahoma Administrative Code (refer to Exhibit 7)

1. District policies and procedures: _____

Copy of current policy on Code of Ethics with Board approval date: _____

Record of alleged violations since previous accreditation site visit: _____

2. Current strategic plan: _____

3. Current and immediate past award year student handbook: _____

4. Current and immediate past award year course catalog and brochures: _____

5. Communications/marketing plan: _____

6. Immediate past fiscal year audit: _____

7. Emergency operation manual (crisis management plan): _____

8. Current Oklahoma State Department of Education accreditation letter: _____

Consumer Information Checklist

Federal Requirements: [Consumer Information | Knowledge Center](#), see *Consumer Information Disclosures At-A-Glance*

- 9. Current Consumer Information: _____

- 10. Annual Notice of Availability of Information: _____

- 11. Whom to contact for general school issues: _____

- 12. Whom to contact for information on student financial assistance: _____

- 13. Need-based and non-need-based state, local/school and other aid available: _____

- 14. How students apply for aid: _____

- 15. Written definition of “defined academic year” for financial aid purposes: _____

- 16. How eligibility is determined: _____

- 17. How the school distributes aid among students: _____

- 18. The rights and responsibilities of students receiving aid: _____

- 19. How and when financial aid will be disbursed: _____

- 20. The terms and conditions of any employment (Federal Work Study) that is part of the financial aid package: _____

- 21. Satisfactory Academic Progress (SAP) policy –
 - A qualitative component consisting of grades or comparable factors that are measurable against a norm: _____
 - A quantitative component that consists of a Maximum Time in which a student must complete his or her educational program, subdivided into increments: _____

 - How maximum time is measured if a student changes local programs/career majors: _____

 - The procedures for appealing a SAP determination: _____

 - The procedures for re-establishing satisfactory progress: _____

22. The special facilities and services available to students with disabilities: _____
-
24. Costs of Attending (COA) the school (tuition/fees, books/supplies, other costs): _____
-
25. A statement of the requirements for the return of FSA funds when a student withdraws from school: _____
26. Information about any refund policy with which the school must comply: _____
-
27. The requirements for officially withdrawing from school: _____
-
28. The degree programs, certification/credential training and other education offered, and any plans the school has for improving the academic programs: _____
-
29. The availability of an Adult Basic Education (ABE) program, if the school admits students who do not have a high school diploma or equivalent: _____
-
30. The instructional, laboratory, and other physical plant facilities associated with the academic programs: _____
31. A list of the faculty and other instructional personnel: _____
-
32. The names of associations, agencies, and/or governmental bodies that accredit, approve, or license the school and its programs and copies of approvals: _____
-
33. The procedures by which a student may receive a copy for review of the school's accreditation, licensure, or approval: _____
-
34. School policies on transfer of credit, including the criteria it uses regarding the transfer of credit earned at another school, and a list of any schools with which it has established an articulation agreement: _____
35. The school has procedures to ensure that it does not misrepresent the nature of its educational programs, financial charges, employability of graduates, etc. ([Misrepresentation](#)): _____
-
36. percentages of enrolled, full-time students at the institution who are 1) male, 2) female, 3) receive a Federal Pell Grant, and 4) are a self-identified member of a racial or ethnic group: _____
-
37. Information on placement of and types of employment obtained by graduates of the school's certificate programs: _____
-

38. Placement rates calculated by the institution must identify source of information provided, including associated timeframes and methodology: _____

39. Retention rates of certificate-seeking first-time full-time students: _____

40. Published code of conduct (*if school participates in FSA loan program*): _____

- Includes ban on revenue-sharing arrangements with any lender _____
- Ban on steering borrowers to particular lenders or delaying loan certifications _____
- Ban on offers of funds for private loans to students in exchange for providing concessions or promises to the lender for a specific number of FSA loans, specified loan volume, or a preferred lender arrangement _____
- Code must also prohibit FA staff from accepting compensation for any type of consulting arrangement (see FSA handbook) or service on an advisory board, commission, or group established by lenders or guarantors, except for reimbursement for reasonable expenses. _____

41. Terms and conditions under which students receive federal education loans (*if school participates in FSA loan program*): _____

42. The terms and conditions under which students receiving federal education loans may obtain deferments (*if school participates in FSA loan program*): _____

45. Vaccination Policy: _____

43. Voter Registration: _____

44. Constitution Day: _____

Graduation & Completion Rates on IPEDS (Student Right-to-Know)

46. Does school disseminate the information on completion or graduation rates to enrolled and prospective students when requested through appropriate publications, mailings, or electronic media? (For example, school catalogs or admission literature). This would be *in addition to* the display of the school's graduation rates on the [IPEDS College Navigator site](#): _____

47. [Net Price Calculator](#) (*where posted*): _____

48. [The College Financing Plan](#) (*Did your school adopt this?*): _____

If so, where found: _____

Policies and sanctions of your school related to Copyright Infringement

[\(GEN-10-08\) Subject: Institutional requirements for combating the unauthorized distribution of copyrighted material by users of the institution's network | Knowledge Center](#)

49. School’s policy on copyright infringement policy: _____

50. School sanctions in accordance with USDE guidance: _____

51. Liabilities students may face for unauthorized distribution of copyrighted material: _____

Textbook information

see Textbooks - [Consumer Information Disclosures At-A-Glance](#)

52. When books are NOT included as a required institutional charge, a school must include, on its published course schedule, the International Standard Book Number (ISBN) with retail price for required and recommended textbooks and supplemental material. If not institutional charge, where posted? _____

53. If the ISBN is not available, the author, title, publisher, and copyright date, or, if such disclosure is not practicable, the designation “To Be Determined”: _____

Drug & Alcohol Abuse Prevention Program Description

54. Standards of conduct that clearly prohibit the unlawful possession, use, or distribution of drugs and alcohol: _____

55. Description of health risks associated with the use of illicit drugs and alcohol: _____

56. Description of sanctions under state, local, and Federal law: _____

57. Clear Statement that institution will impose sanctions on students and employees for violations of the standards: _____

58. Description of available drug or alcohol counseling, treatment, or rehabilitation programs: _____

59. Biennial review of drug and alcohol program to determine its effectiveness (*as required by school PPA*): _____

Campus Security – Annual Security Report (ASR) (Clery Act) including VAWA Act of 2013
Campus Security (ed.gov) ; CleryAppendixFinal.pdf (ed.gov)

60. School's Annual Security Report: _____
61. Contains Policies regarding the following:
- Alcoholic beverages and underage drinking laws: _____
 - Illegal Drugs and applicable federal and state drug laws: _____
 - Program on substance abuse: _____
 - Policies, procedures and training programs aimed at sexual assault prevention and response: _____
62. Emergency response and evacuation procedures to reach students/staff: _____
- _____
63. Requires expanded reporting for incidents of sexual assault, dating violence, domestic violence, and stalking (including cyber stalking): _____
64. In addition to statistics, does the security report include a description of the school's policies concerning campus security? _____
- _____
65. Does it include a statement of the enforcement authority of campus security personnel and their relationship with State and local police? _____
- _____
66. Are agreements in place with those agencies' policies such as a written memorandum of understanding to investigate alleged crimes? _____
- _____
67. Does the school post annual security report on the Internet or Intranet Web site, and if so is an individual notice made to each student and current employee about the report's availability: _____
- _____
68. Brief description of the information contained in the report, the exact electronic address (URL) of the internet or Intranet Web site were the report is posted, and a statement saying the school will provide a paper copy upon request. _____
- _____

Cybersecurity – Safeguards Rule (Gramm-Leach-Bliley Act of 2002) including Federal Trade Commission Identity Theft Red Flags Rule issued November 9, 2007

[Protecting Student Information | Knowledge Center](#),
[\(GEN-16-12\) Subject: Protecting Student Information | Knowledge Center](#)

69. Designated employee to coordinate program: _____
70. Documented data security program: _____
71. Written identity theft prevention program: _____

FERPA Student Rights

72. Notice of student rights under [FERPA](#) (annual notification) for more information:
[Model Notification of Rights under FERPA for Postsecondary Institutions \(ed.gov\)](#)
- Inspect and review education records: _____
 - Seek to amend education records: _____
 - Consent to disclosure of personally identifiable information from his/her education records, except as specified by law: _____
 - File a complaint with the Department if institution doesn't comply: _____
73. Must specify procedures for exercising rights: _____
-
74. Must specify criteria for determining who constitutes a school official and what constitutes a legitimate educational interest: _____

Financial Aid Review

ODCTE has access to current Program Participation Agreement (PPA) and Eligibility and Certification Approval Report (ECAR)

75. Financial aid policies and procedures for the current year:

76. Immediate past award year school and program calendars: _____
-
77. School's written academic year definition for financial aid purposes for the immediate past award year: _____
78. Immediate past award year Pell Processed Disbursements List: **Year-to-Date (YTD)** (printed from ED Express): upon request to the ODCTE Financial Aid Specialist ONLY
79. Immediate past award year FSEOG processed disbursement list (if applicable): upon request to the ODCTE Financial Aid Specialist ONLY
80. Immediate past award year FWS processed disbursement list (if applicable): upon request to the ODCTE Financial Aid Specialist ONLY
81. Pell processed students selected for verification the immediate past award year (can also be printed from ED Express): upon request to ODCTE Financial Aid Specialist ONLY
82. Listing of FSA students who completed or withdrew in the immediate past award year: upon request to ODCTE Financial Aid Specialist ONLY
- Could mark students on YTD report as: C – complete or W – withdrew/dropped, those not marked would be assumed to be still enrolled
83. Immediate past award year documents showing reconciliation of G5, COD, and ED Express amounts: upon request to ODCTE Financial Aid Specialist ONLY

Civil Rights

A. Procedural Requirements

1. Compliance Coordinator [28 CFR 105.7; 34 CFR 104.7, 106.8, 110.25]

Each district must designate a person or persons to designate compliance activities under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The individual shall have the background and experience or shall have received training and professional development to serve as compliance coordinator. The compliance coordinator must be very familiar with the district's grievance procedures and capable of conducting or supervising the conduct of a discrimination or harassment complaint investigation. Compliance activities also include training provided to students and employees to encourage diversity and prevent discrimination on the basis of race, color, national origin, sex, disability, and age.

Who is your district's compliance coordinator(s)?

Please list the coordinator's training or experience in preparation for this role.

Describe training, orientation, or other occasions when students or employees were provided information about the district's nondiscrimination policy.

2. Annual Notification of Nondiscrimination [Guidelines IV-O, 34 CFR 100 Appendix B]

Once each year, prior to the beginning of the school year, a district must publish a notification advising students, parents, employees, and the general public that all programs, services and activities will be offered without regard to race, color, national origin, sex, disability, or age. The notification shall include:

- Name or title (Title IX and 504 Coordinators), email address, physical address and telephone number of the person(s) designated to coordinate compliance activities.
- A brief summary of program offerings and admission criteria.
- Notification shall be published in a local newspaper, district publications, or other means to reach the general public. If the district's boundaries contain a national origin minority community with limited English language skills the notification shall be disseminated to that community in its language and must state that the lack of English language skills will not be a barrier to admission and participation in career and technical training opportunities.
 - OCR guidance permits districts to forego publication of the annual notification of nondiscrimination in local newspapers or by direct mail in some instances. Publication of the annual notification may be satisfied by posting the notification on the homepage of the district website *only* if a substantial majority of persons residing in the district have access to the internet. The district must provide evidence that internet accessibility is

widespread in its service area. The notification must meet all content requirements and be published in the language of national origin communities contained in the district.

- A district is considered to have a national origin community if radio, television or print media are available in a community's native language. A national origin community exists if church services or other community activities are offered in the native language of that community.

How did your district publish the annual notification of nondiscrimination? Date?

Does the annual notification of nondiscrimination published by your district satisfy all of the content requirements? (Provide copy or link)

If your district chose to publish the annual notification of nondiscrimination on its website, is it on the homepage? What evidence did you use to determine that internet accessibility in your district is sufficiently widespread? (Note: provide data)

Is a national origin minority community contained in your district? Is the notice published in its native language? (Provide example or link)

3. Continuing Notice of Nondiscrimination [28 CFR 35.106; 34 CFR 100.6, 104.8, 106.9, 110.21] In addition to the once-per-year notification of nondiscrimination above, a district must take specific and continuing steps to notify applicants for enrollment and employment, students, parents, employees, and patrons that it does not discriminate on the basis of race, color, national origin, sex, disability, or age. A district is required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees. The content requirements for the continuing notice of nondiscrimination is different than that for the annual notification of nondiscrimination. The continuing notice of nondiscrimination should contain two basic elements:

- A statement of non-discrimination that specifies the basis for non-discrimination (i.e. race, color, national origin, sex, disability, or age). The notice is not required to list the pertinent regulations by title.
- Name or title (Title IX and 504 Coordinators), email address, physical address and telephone number of the person(s) designated to coordinate compliance activities.

Does the continuing notice of nondiscrimination satisfy the content requirements? (Provide copy or links)

Is the continuing notice of nondiscrimination included in student and employee handbooks? Applications? Promotional materials? Catalogs? Worksite learning agreements or contracts? (Provide samples or links)

4. Grievance Procedures [28 CFR 35.107; 34 CFR 104.7, 106.8, 110.25]

A district must adopt and publish procedures to resolve complaints alleging discrimination or harassment on the basis of race, color, national origin, sex, disability, or age. The procedures shall be accessible to students, parents, employees, and patrons and shall provide for the timely resolution of complaints in a fair and equitable manner. In evaluating whether grievance procedures are fair and equitable OCR has identified the following elements to consider. Do the grievance procedures provide for —

- Notice to students, parents of elementary and secondary students, and employees of the procedure, including where complaints may be filed;
- Application of the procedure to complaints alleging harassment carried out by employees, other students, or third parties;
- Adequate, reliable, and impartial investigation of complaints, including the opportunity to present witnesses and other evidence;
- Designated and reasonably prompt timeframes for the major stages of the complaint process;
- Notice to the parties of the outcome of the complaint; and
- An assurance that the school will take steps to prevent recurrence of any harassment and to correct its discriminatory effects on the complainant and others, if appropriate.

Do the district's grievance procedures address the elements identified by OCR in evaluating whether a procedure is fair and equitable?

Are the grievance procedures published on the district's website? (Link)

Is the location easily located?

Are there grievance procedures published in the student and employee handbooks? (Provide link if online)

5. Title IX Grievance Procedures

A district must adopt the new Title Regulations set forth by the department of Education and the Office of Civil Rights on May 6th, 2020. This policy needs to be in student and employee handbooks and on the schools website. Schools must have a dedicated Title IX Coordinator; the coordinator must have been trained on the new Title IX procedures and the training received must be posted and visible for anyone who wants to see the training. The Title IX procedures must be updated with the new definition of Sexual Harassment [34 C.F.R. 106.30(a)]. The school must

also have in place a Formal Complaint Form (may be the same as the grievance form), Title IX Interview Form, Supportive Measures, Emergency Removal Form, Notice to be Interviewed Form, Notice of Temporary Delay Form and Final Review Form. All of this information has to be published on the school's website as where all of these forms can be found in the student and employee handbooks. The school must also provide Title IX training for all students and employees. The training also has to be documented and have a way to prove that each student has received the training.

- Training for Title IX Coordinators 34 C.F.R. 106.45(b)(1)(iii), 34 C.F.R. 106.45(b)(10)(i)(D)
- Grievance Procedures 34 C.F.R. 106.45(b)(1)(ii)
- Notice to Parties 34 C.F.R. 106.45(b)(1)(x) & 34 C.F.R. 106.45(b)(1)(v)
- Timeframes 34 C.F.R. 106.45(b)(1)(v)
- Evidence of Proof 34 C.F.R. 106.45(b)(1)(vii)
- Emergency Removal 34 C.F.R. 106.44(c)
- Informal Resolution 34 C.F.R. 106.45(b)(9)
- General Principals During Investigation 34 C.F.R. 106.45(b)(5)
- Law Enforcement Report 34 C.F.R. 106.45(b)(1)(v)
- Interviews, Meetings and Hearings 34 C.F.R. 106.45(b)(5)(v)
- Advisors 34 C.F.R. 106.45(b)(5)(iv)
- Opportunity to Inspect report by both parties 34 C.F.R. 106.45(b)(5)(vi)
- Investigative Report 34 C.F.R. 106.45(b)(5)(vii)
- Live Hearing 34 C.F.R. 106.45(b)(6)(i)
- Prior to Final Report 34 C.F.R. 106.45(b)(6)(ii)
- Written Report/Determination 34 C.F.R. 106.45(b)(7)
- Appeal 34 C.F.R. 106.45(b)(8)
- Retaliation 34 C.F.R. 106.71
- Record Keeping 34 C.F.R. 106.45(b)(10)

Do the district's Title IX procedures address the elements identified by OCR in evaluating whether a procedure is fair and equitable?

Has the training that the Title IX coordinator received been published on the districts website?

Are the Title IX grievance procedures published on the district's website? (Link)

Is the location easily located?

Are there grievance procedures published in the student and employee handbooks? (Provide link if online)

Does the school provide and document training for all students and employees?

Does the school have a way to prove that each student and employee has received Title IX training?

B. Admissions, Counseling, and Recruiting

1. Admissions Practices

A district may not adopt or maintain a system for admission of secondary students that limits admission to a fixed number of students from each sending school included in its service area if such a system disproportionately excludes students from the technology center on the basis of race, color, national origin, sex, or disability [34 CFR 104.42(b)(1); 34 CFR 106.21(b)(ii); Guidelines IV-F].

A district may not judge candidates for admission to programs, activities, or services on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or disability. An introductory, preliminary, or exploratory course may not be established as a prerequisite for admission to a program unless the course has been and is available without regard to race, color, national origin, sex, and disability [28 CFR 35.130(b)(8); 34 CFR 100.3(b)(1)(v); 34 CFR 104.4(b)(4); 34 CFR 106.21(b)(i); Guidelines IV-K].

Policies or practices that have a discriminatory disparate impact on students on the basis of race, color, national origin, sex, or disability are prohibited [34 CFR 100.3(b)(2); 104.42(a)(2), 106.21(b)(2)]. Districts should observe the following basic principles of appropriate test use for admission decisions:

- The important thing about a test is not its validity in general, but its validity when used for a specific purpose. Thus, tests that are valid for influencing classroom practice, “leading” the curriculum, or holding schools accountable are not appropriate for making high-stakes decisions about individual student mastery unless the curriculum, the teaching, and the test(s) are aligned.
- Tests are not perfect. Test questions are a sample of possible questions that could be asked in a given area. Moreover, a test score is not an exact measure of a student’s knowledge or skills. A student’s score can be expected to vary across different versions of a test – within a margin of error determined by the reliability of the test – as a function of the particular sample of questions asked and/or transitory factors, such as the student’s health on the day of the test. Thus, no single test score can be considered a definitive measure of a student’s knowledge.
- An educational decision that will have a major impact on a test taker should not be made solely or automatically on the basis of a single test score. Other relevant information about the student’s knowledge and skills should also be taken into account.

Does the district accept a fixed number or cap the number of students accepted for admission from each sending school? Explain.

Does the district establish prerequisites for any of its programs? If so, are prerequisites available to all applicants at their respective sending schools? Explain.

Does the district use test scores to evaluate applicants? If so, what weight is given to test scores in each program area they are used as part of the applicant evaluation process?

Access to vocational education programs may not be denied to national origin minority persons with limited English language skills on the grounds that the person cannot participate in and benefit from CTE instruction to the same extent as a student whose primary language is English. Steps must be taken to ensure that vocational programs are open to these students and that language support services are available. It is the responsibility of the district to identify such applicants and assess their ability to participate in CTE instruction. Acceptable methods of identification include: (1) identification by administrative staff, teachers, or parents of secondary level students; (2) identification by the student in postsecondary or adult programs; and (3) appropriate diagnostic procedures, if necessary. [Guidelines IV-L].

The lack of English proficiency can hinder educational advancement of students and result in classroom failure or school drop-out. These students may be less likely to seek additional educational opportunities leading to productive employment. To resolve these problems, students must have an equal opportunity to benefit from education programs offered by the district. Districts may not, on the basis of race, color, national origin, sex, disability, or age:

- Provide services, financial aid, or other benefits that are different or provide them in a different manner;
- Restrict an individual's enjoyment of an advantage or privilege enjoyed by others;
- Deny an individual the right to participate in district programs and services;
- Defeat or substantially impair the objectives of federally assisted programs [34 CFR 100.3(b)].

Districts violate Title VI of the Civil Rights Act of 1964 if:

- Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- National-origin minority students are miss-assigned to special education classes because of their lack of English skills;
- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track;
- Parents whose English is limited do not receive school notices and other information in a language they can understand.

Please provide examples where the district has accepted the application for admission of secondary and/or adult students with limited English proficiency. What language support services were provided?

A district may not inquire into an applicant's marital status or disability prior to accepting the applicant for admission except for the purpose of overcoming past discrimination. Absent a remedial action or voluntary action to overcome the effects of conditions that resulted in limited participation by persons with disabilities, a district is prohibited from making a preadmission inquiry into an applicant's disability status in both the secondary context and the post-secondary context. A district may not apply any recruitment policy or admissions criterion concerning the actual or potential parental/family or marital status of students/applicants that treats persons differently on the basis of sex. A district may not exclude a woman from admission to, or participation in any vocational program on the basis of pregnancy, childbirth, termination of pregnancy or recovery from pregnancy, or treat the pregnancy or childbirth differently from other temporary disabilities [34 CFR 104.4, 104.6, 104.42(b)(4); 34 CFR 106.21(c)(1), 106.21(c)(4)].

Do district applications for admission contain inquiries into the marital, family, or disability status of applicants?

Enrollment practices that may chill or discourage the participation, or lead to the exclusion, of students based on their or their parents' or guardians' actual or perceived citizenship or immigration status contravene Federal law. Title VI regulations prohibit districts from unjustifiably utilizing criteria or methods of administration that have the effect of subjecting individuals to discrimination because of their race, color, or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of a program for individuals of a particular race, color, or national origin. [34 CFR 100.3] In *Plyler v. Doe*, 457 U.S. 202 (1982), the Supreme Court ruled that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise. A district may request a student's social security number at enrollment for use as a student identification number. However, a district may not deny enrollment to a student if he or she (or his or her parent or guardian) chooses not to provide a social security number. Further, if a district chooses to request a social security number, it shall inform the individual that the disclosure is voluntary, provide the statutory or other basis upon which it is seeking the number, and explain what uses will be made of it.

Do high school enrollment applications, information sheets, or other documents request secondary students' social security number? If so, are necessary explanations included on the document? Provide examples.

2. Counseling and Advisement

Districts must ensure that counseling materials and activities (including student program selection and employment/career selection) promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability [Guidelines V-A].

Districts that operate vocational programs must ensure counselors, or other staff members who counsel students, do not direct or urge any student to enroll in a particular program or predict a student's prospects for success in any career or program on the basis of race, color, national origin, sex, or disability. Students with disabilities may not be counseled toward more restrictive career objectives than other students with similar abilities and interests [34 CFR 100.3(b); 34 CFR 104.4(b), 104.33(b), 104.43(a), 104.43(c); 34 CFR 106.31(b), 106.36(b)].

Districts must take steps to ensure that where disproportionate enrollments exist, the disproportionality is not the result of discriminatory counseling and recruitment practices [Guidelines V-B].

Ineffective counseling can perpetuate past inequities such as gender stereotyping by limiting the options students might see for themselves as they contemplate future career choices. A district may not conduct its counseling activities in such a way that has the effect of subjecting individuals to discrimination on the basis of race, color, national origin, sex, or disability. In order to avoid "steering" minorities, women, and students with disabilities toward more restrictive career objectives, counselors require updated information about the dynamics of the labor force. Districts should ensure that counselors are apprised of the most recent occupational outlook data and emerging opportunities in new fields, and that they inform students of a broad range of career options [28 CFR 35.130(b)(3); 34 CFR 100.3(b)(2); 34 CFR 104.4(b)(4)].

Schools must insure that counselors can effectively communicate with national origin minority students with limited English language skills and with students who have hearing impairments. This requirement may be satisfied by having interpreters available [Guidelines V-D].

Districts have an obligation to provide accurate information about licensing and certification requirements that may present obstacles to individuals with disabilities in their pursuit of particular careers in the secondary context [34 CFR 104.37(b)] and in the post-secondary context [34 CFR 104.47(b)].

Please provide specific examples where students were advised to select a program based on assessment results.

Please demonstrate how disproportional enrollment in programs on the basis of race, color, national origin, sex, or disability are analyzed? Describe steps taken to ensure underrepresented groups are encouraged to consider nontraditional program options.

3. Recruitment

Districts must conduct recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or disability. Districts must ensure that materials and media used in recruiting are free from stereotypes and portray males, females, minorities, and individuals with disabilities in a broad range of occupations and roles, paying particular attention to programs and occupations where groups have been traditionally underrepresented [Guidelines V-C, V-E].

A district must ensure that its recruitment activities are not focused in geographic areas or at specific demographics that result in the perpetuation of discrimination on the basis of race, color, national origin, sex, or disability. To the extent possible, recruiting teams should represent persons

of different race, color, national origin, sex, and include persons with disabilities. Where the service area of a district includes a significant population of individuals whose native language is not English the district must disseminate promotional materials in the native language(s). Districts must ensure that those participating in recruiting activities are able to communicate effectively with individuals with limited English proficiency or who have sensory impairments [34 CFR 106.23; Guidelines V-C, V-D, V-E].

Please provide links to examples of promotional materials (at least two years) used in recruiting secondary and adult students.

Please list the persons involved in onsite sending school recruitment.

Describe steps taken to represent minorities on district recruiting teams or in other promotional activities.

Describe how those involved in recruiting of secondary students communicate with persons who have limited English proficiency. List names of those involved in recruiting activities who are bilingual.

C. Effective Communications with National Origin Minorities and Persons with Disabilities

Where its service area includes a significant population of individuals with limited English proficiency, a district must take steps to provide promotional, recruitment, and informational communications intended for the general public in that group's native language. Districts have the responsibility to ensure that machine-translated documents and web pages provide effective and accurate communication. Districts must take affirmative steps to ensure that documents routinely sent to the homes of students to provide information to parents or guardians with limited English proficiency are provided in their native language and that translations are verified to be accurate [34 CFR 100.3(b)(2), Guidelines V-E].

A district must take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. Individuals with visual, hearing, and speech disabilities must all have the opportunity to receive and present communication in a manner that is appropriate and effective. In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities [28 CFR 35.160(a), 35.160(b)].

Where a district communicates by telephone with applicants or beneficiaries, TDDs or equally effective telecommunications systems shall be used to communicate with individuals with impaired hearing or speech. [28 CFR 35.161, 35.162].

Provide examples of documents routinely sent to the homes of students that have been translated into the language primarily spoken at home.

Describe how the district communicates with persons who have visual, hearing, or speech difficulties.

Provide examples of notices informing persons with disabilities how accommodations may be requested.

D. Settings for Students with Disabilities

Secondary Students

Districts must place secondary level students with disabilities in the regular educational environment of any CTE program to the maximum extent appropriate to the needs of the student unless it can be demonstrated that the education of student with disabilities in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities may be placed in a program only after the district satisfies the provisions of the Department of Education regulation 34 CFR 104.31 to 104.37 relating to evaluation, placement, and procedural safeguards. If a separate class or facility is identifiable as being for students with disabilities, the facility, the programs, and the services must be comparable to the facilities, programs, and services offered to nondisabled students [Guidelines VI-A].

A district shall provide CTE students with disabilities appropriate aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of other students are met and are based upon adherence to the requirements of 34 CFR 104.34, 104.35, and 104.36. This mandate can be met through an Individualized Education Program (IEP) or a 504 Accommodation Plan. [34 CFR 104.32(a), 104.32(b); Guidelines IV-O].

Districts shall take steps to ensure that protected group students do not drop out of CTE programs before completion due to unequal treatment or because of a lack of services to meet language or disability related needs. Membership in CTSOs operated, administered, or sponsored by a district shall be available to all students in the instructional program without regard to race, color, national origin, sex, or disability [34 CFR 104.4(a), 104.34(a), 104.34(c)].

Postsecondary Students

A district must make such modifications to its academic requirements to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified handicapped applicant or student. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted [34 C.F.R. 104.44(a)].

Districts may not impose rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings that have the effect of limiting the participation of students with disabilities. Course examinations or other procedures for evaluating the academic achievement of students with disabilities must represent student achievement in the course, rather than reflecting the student's disability [34 C.F.R. 104.44(b), 104.44(c)].

A district must take such steps as are necessary to ensure that no student with a qualified disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the district because of the absence of

educational auxiliary aids for students with impaired sensory, manual, or speaking skills. Auxiliary aids may include taped texts, interpreters or other effective methods of making orally-delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Districts need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature [34 C.F.R. 104.44(d)].

Title II requires a district to furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity. In determining what type of auxiliary aid and service is necessary, a public entity shall give primary consideration to the requests of the individual with disabilities [28 C.F.R 35.160(b)]. If students are being evaluated to determine their eligibility under Section 504 or the Title II, the recipient must provide auxiliary aids in the interim.

A postsecondary student with a disability who is in need of auxiliary aids is obligated to provide notice of the nature of the disabling condition to the college and to assist it in identifying appropriate and effective auxiliary aids. In postsecondary schools, the students themselves must identify the need for an auxiliary aid and give adequate notice of the need. The student's notification should be provided to the appropriate representative of the college who, depending upon the nature and scope of the request, could be the school's Section 504 or Title II coordinator, an appropriate dean, a faculty advisor, or a professor.

A district may ask the postsecondary student, in response to a request for auxiliary aids, to provide supporting diagnostic test results and professional prescriptions for auxiliary aids. A district may obtain its own professional determination of whether specific requested auxiliary aids are necessary.

Where housing is made available, it must be available to all students without discrimination on the basis of race, color, national origin, sex/gender, or disability. Housing provided to students with disabilities must be accessible, comparable in quality, convenient, and priced at the same cost as that available to nondisabled students [34 C.F.R. 104.45(a); Guidelines VI-C].

Who is the ADA/Section 504 coordinator? Please provide a copy of this individual's job description.

List the number of secondary students with disabilities enrolled in each program. (Please provide 3 years data)

How does the district become aware of the modifications needed by secondary students with disabilities?

How do you ensure that the modifications are effective?

Who is responsible for coordinating evaluation, eligibility determination, and plan development for adult students? Describe the process.

List examples of supports provided to SWD. (The list should include adapted equipment, aids and services, materials and resources for sensory impaired, etc.)

Does the district maintain documentation of modifications needed by students with disabilities? Where are IEPs and Sec. 504 plans stored? _____

What types of pre-enrollment counseling activities are available to students with disabilities? Are students with disabilities involved in worksite learning experiences? Describe.

Have students with disabilities been denied admission to CTE programs? If so, why?

How does the school ensure that students with disabilities participate like all other students in activities (including clubs), programs, and services to the maximum extent appropriate to their needs? _____

Provide the percent of students with disabilities membership in each CTSO (# students with disabilities participating in CTSO / total CTSO membership) for the last 3 years.

Does the district provide opportunities to receive training about IDEA and Sec. 504 requirements? Who has provided this training? _____

How do SWD select their classes? Career path? _____

Which CTE classes have GPA or similar requirements to determine or limit enrollment in CTE classes? _____

How are the disabilities of students assessed? Who is involved? Documentation?

Have any students with disabilities dropped out of programs. Explain.

E. Worksite Learning Opportunities, Financial Assistance, and Job Placement

Districts may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to vocational education students on the basis of race, color, national origin, sex/gender, or disability, except to overcome the effects of past discrimination. [34 CFR 100.3; 34 CFR 104.46; 34 CFR 106.37; Guidelines VI-B]

Sex-restricted awards are made only when established by will, trust, bequest, or any similar legal instrument. The overall effect of financial assistance awarded may not discriminate on the basis of sex or gender. [34 CFR 106.37]

If a district's service area contains a community of national-origin minority persons with limited English language skills, financial assistance information must be disseminated to that community in its language. [34 CFR 100.3; Guidelines VI-B]

Materials and information used to notify students of opportunities for financial assistance may not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis. [Guidelines VI-B]

Is communications about financial assistance available in the home language for all members of the community? _____

Do materials written provide information equitably and contain the non-discrimination statement. _____

A district shall make opportunities available in its work-study, cooperative vocational education, and job placement programs to students without regard to race, color, national origin, sex/gender, or disability. [34 CFR 100.3; 34 CFR 104.4; 34 CFR 106.31; Guidelines VII-A]

A recipient that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex/gender, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay. [34 CFR 100.3(b); 34 CFR 106.38; 34 CFR 104.46(b); Guidelines VII-A]

Access to vocational programs may not be denied to persons with disabilities on the grounds that employment opportunities in any profession or occupation may be more limited for persons with disabilities than for persons without disabilities. [34 CFR 104.10(b); Guidelines IV-N]

Do workplace agreements contain an assurance of non-discrimination that is signed by both the employer and the agency?

 Does the district honor any employer's requests for students who are free of disabilities or for students of a particular race, color, national origin, sex/gender, or disability?

F. Employment Practices

Districts may not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of race, sex/gender, or disability. Districts may not make pre-employment inquiries concerning disability, marital, or parental status. [34 CFR 100.3 (c); 34 CFR 104.13; 34 CFR 106.51; Guidelines VIII-A]

Districts may not limit their recruitment for employees to schools, communities, or companies that are disproportionately composed of persons of a particular race, color, national origin, sex, or disability except for the purpose of overcoming the effects of past discrimination. [34 CFR 100.3; 34 CFR 104.11; 34 CFR 106.53]

A district shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." A district may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination on the basis of sex [34 CFR 106.60].

Districts shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless the test validly predicts successful performance in the position in question and alternative tests or criteria that do not have an adverse effect are unavailable. [34 CFR 106.52]

Districts must establish and maintain faculty salary scales and policy based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability [Guidelines VIII-D].

Districts must provide employment opportunities for teaching and administrative positions to applicants with disabilities who can perform the essential functions of the positions and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship. [34 CFR 104.12-13; Guidelines VIII-E]

It is unlawful for a district to fail to select and administer tests concerning employment in the most effective manner to ensure that, when a test is administered to a job applicant or employee who has a disability that impairs sensory, manual, or speaking skills, the test's results accurately reflect the skills, aptitude, or whatever other factor of the applicant or employee that the test purports to measure, rather than reflecting the impaired sensory, manual, or speaking skills of such employee or applicant (except where such skills are the factor that the test purports to measure) [29 CFR Part 1630; 34 CFR 104.12, 104.13; Guidelines VIII-E]. It is unlawful for a covered entity to limit, segregate, or classify a job applicant or employee in a way that adversely affects his or her employment opportunities or status on the basis of disability. [29 CFR 1630.5; 34 CFR 104.11]

Except as provided in the paragraph below, a district may not conduct a pre-employment medical examination or may not make pre-employment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. A recipient may, however, make pre-employment inquiry into an applicant's ability to perform job-related functions [34 CFR 104.14]. When a district is taking remedial action to correct the effects of past discrimination the district may invite applicants for employment to indicate whether and to what extent they are handicapped, provided, the recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts; and the recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential, and that refusal to provide it will not subject the applicant or employee to any adverse treatment. Nothing in this section shall prohibit a recipient from conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, provided, all entering employees are subjected to such an examination regardless of handicap, and the results of such an examination are used only to determine an applicant's ability to perform the duties required for the position in question. [34 CFR 104.14]

Does the employment application contain prohibited inquiries into the marital, family, or disability status of an applicant? Provide copies of certified and support applications.

Where does the district advertise position vacancies?

Is the district under court order or other requirement to operate an affirmative action plan in hiring? If so explain.

G. Facilities Accessibility

Physical facilities shall be evaluated under the accessibility standards required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities of 1990. [34 CFR 104.21-23; 28 CFR 149-151]

In order to maximize federal financial aid in any federal program(s) by the State of Oklahoma, its agencies may cooperate with the United States Government and any agency or instrumentality thereof, in the manner authorized and provided by federal law and regulation... complying with federal laws, regulations and/or requirements... in the construction, alteration, (and addition)... of buildings and structures... notwithstanding any provisions of any and all uniform building codes and standards adopted by the OUBCC to the contrary. [Oklahoma Administrative Code 748:20-1-5] In the event the requirements of ADA accessibility standards are more stringent than those of building codes adopted by local or state governmental entities, the ADA standards of accessibility identified in 28 CFR 35.151 shall prevail.

The relevant dates for determination of the applicable accessibility standards for new and existing facilities is given in the table below.

| Date of Construction, Alteration, or Addition | Applicable Accessibility Standards |
|--|---|
| June 4, 1977 to January 17, 1991 | ANSI |
| January 18, 1991 to January 26, 1992 | UFAS |
| January 27, 1992 to September 14, 2010 | UFAS or ADA (1991) |
| September 15, 2010 to March 14, 2012 | UFAS, ADA (1991), or 2010 ADA Standards |
| On or after March 15, 2012 | 2010 ADA Standards |

- ANSI – American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped ANSI A117.1-1960 (Reaffirmed 1971)
- UFAS – Uniform Federal Accessibility Standards
- ADA (1991) – ADA Standards for Accessible Design (Revised 1994)
- 2010 ADA Standards - 2010 ADA Standards for Accessible Design

Exhibit 7

State of Oklahoma Requirements

Technology Center Districts are required to abide by all applicable state laws and regulations. For the most up-to-date information, please click on the Oklahoma Administrative Code and Oklahoma CareerTech Rules resource links below.

Oklahoma Administrative Code resource link:

<https://rules.ok.gov/code>

Oklahoma CareerTech Rules resource link:

<https://oklahoma.gov/content/dam/ok/en/careertech/about/rules/administrative-rules-effective-20220911.pdf>

Examples of applicable codes to technology center districts:

- [Type of organization - Section - 210:35-13-23](#)
- [Technology center students - Section - 780:15-3-6](#)
- [Changes in districts' status - Section - 780:15-3-5](#)
- [Establishment/Sustainment of a technology center district; sites and buildings - Section - 780:15-3-2](#)
- [Administrative and supervisory personnel - Section - 210:35-13-24](#)
- [Technology Center to communicate to school and community; promote involvement of staff in community activities; encourage parental involvement - Section - 210:35-13-14](#)
- [Elections in existing technology center districts - Section - 780:15-3-3](#)
- [Voter disputes school district, technology center district, or municipal assignment in Precinct Registry - Section - 230:35-5-174](#)
- [Provisional ballot verification procedure for voter who disagrees with school district, technology center district, or municipal assignment - Section - 230:35-3-130](#)
- [Guidance and counseling services - Section - 210:35-11-51](#)
- [Administrative and supervisory services - Section - 210:35-11-21](#)
- [Rationale; corporation status; taxing authority - Section - 780:15-3-1](#)
- [Guidance services - Section - 210:35-13-74](#)
- [Administrative and supervisory personnel - Section - 210:35-13-55](#)
- [Technology Center to promote effective use of resources - Section - 210:35-13-15](#)
- [Technology Center to provide opportunities for constituents' expression - Section - 210:35-13-13](#)
- [Special provisions - Section - 780:15-3-7](#)
- [Financial management procedures for technology centers - Section - 780:15-3-4](#)
- [Elections for technology center districts serving 70 or more school districts - Section - 230:40-7-97.1](#)

- Precincts in school elections - Section - 230:40-7-35
- Determining voter's school district or municipality - Section - 230:35-5-113.2
- Qualifications; personnel records - Section - 210:35-3-86
- Special professional personnel - Section - 210:35-13-54
- Calculation of administrative costs - Section - 780:15-3-8
- Instructional funding - Section - 780:10-5-4
- Statement of the standard - Section - 210:35-13-91
- School day and year - Section - 210:35-13-26
- STANDARD X: TECHNOLOGY CENTER FACILITIES, EQUIPMENT AND SUPPLIES - Part - 210:35-13-19
- Governing board/staff relationships - Section - 210:35-13-28
- Statement of the standard - Section - 210:35-13-11
- Statement of the standard - Section - 210:35-13-101
- New or expanding industries - Section - 780:25-5-1
- Filing period - Section - 230:40-7-16
- Summer school - Section - 210:35-13-27
- School records and reports - Section - 210:35-13-25
- Definitions - Section - 595:11-5-3
- Business and Industry Training programs - Section - 780:25-11-1
- Student activities programs - Section - 210:35-11-71
- Career guidance and counseling, career information, disability services, integrated academics, innovation support services, essential skills and career development - Section - 780:10-3-2
- Purpose - Section - 610:25-23-1
- Procedure for closing the polling place for a split precinct in which 100 or fewer voters are registered in school district or technology center district - Section - 230:40-7-35.1
- Purpose - Section - 595:11-5-1
- Multi-county school districts - Section - 230:40-7-97
- Materials and ballots - Section - 230:40-7-26
- Purpose - Section - 230:40-1-1
- Special Depository Account - Section - 230:10-7-76
- Placement services - Section - 210:35-13-75
- Assessment - Section - 210:35-13-73
- Statement of the standard - Section - 210:35-13-71
- Instructors - Section - 210:35-13-53
- Statement of the standard - Section - 210:35-13-51

- Statement of the standard - Section - 210:35-13-41
- Written statement of philosophy and goals - Section - 210:35-13-3
- Statement of the standard - Section - 210:35-13-21
- School facilities: size and space; accessibility; maintenance - Section - 210:35-13-113
- Statement of the standard - Section - 210:35-13-111
- Statement of the standard - Section - 210:35-13-1
- Records to be maintained at the Department - Section - 595:11-5-12
- Certification - Section - 230:40-7-42
- Definitions - Section - 230:40-1-2
- Definitions - Section - 610:25-29-2
- Withdrawal or denial of certification - Section - 595:11-5-17
- School buses - Section - 210:30-5-6
- Application; approval; contract for programs or career majors - Section - 780:10-7-1
- Communications and Marketing - Section - 780:10-3-10
- Institutional Standards; accreditation; review - Section - 780:10-7-3
- Payment of awards; policies and limitations - Section - 610:25-23-7
- Terms and conditions under which the Participant Licensee can drive - Section - 595:10-15-5
- Instructional programs - Section - 210:35-13-45
- Credit for manufacturers of advanced small wind turbines - Section - 710:50-15-92
- Statement of the standard - Section - 210:35-13-81
- Director, personnel, and primary caregiver qualifications for differential quality rating and improvement certification criteria - Section - 340:110-1-8.6
- Requirements for certification as a certified school; display of certificate; certification renewal - Section - 595:11-5-4
- Prescribed forms - Section - 595:11-5-13
- Program standards; accreditation; review - Section - 780:10-7-3.2
- Summer school programs - Section - 210:35-15-2
- Instructional delivery/process - Section - 210:35-13-44
- Programs: admissions, operations, enrollment, and length - Section - 780:20-3-2
- Securing Program benefits - Section - 610:25-23-5
- Definitions - Section - 210:35-29-2
- Program of studies - Section - 210:35-11-31
- Administration and supervision - Section - 780:20-3-1
- Definitions - Section - 260:15-1-2
- Social services personnel - Section - 310:675-13-9

- Activities personnel - Section - 310:675-13-8
- Heroes Promise - Section - 610:25-23-9
- Routine for Judge - Section - 230:35-5-55
- Voting device not issued to precinct polling place - Section - 230:35-3-71
- Certificate by completion of medical micropigmentation training program and certification testing process - Section - 310:234-3-4
- Definitions - Section - 515:5-1-2
- Certificate by skills challenge and certification testing - Section - 310:234-3-5
- Qualifications for instructors - Section - 595:40-1-4
- Program of studies and graduation requirements - Section - 210:35-9-31
- Audits - Section - 210:10-1-5
- Procedures for obtaining an initial driver license - Section - 595:10-1-3
- Implementation of a system of school improvement and accountability - Section - 210:10-13-22

Exhibit 8

Technology Center Ethics Policy for Accreditation of Post-Secondary Institution in Oklahoma under the Jurisdiction of the State Board of Career and Technology Education

1. The institution treats students ethically, respectfully and professionally in the marketing, recruiting and admissions process so that students can make an informed enrollment decision without being subjected to high-pressure or inappropriate tactics from the institution. Samples of marketing, recruitment and admissions shall be uploaded with the self-assessment and will be reviewed for compliance with policy at on-site visit.
2. All institutional recruiters and admissions personnel have appropriate education, job titles, and training from the institution for their role and are overseen by the institution, which enforces a formal code of conduct for all such personnel. The institution also oversees any third-party contractors who provide recruiting and admissions services and assures that any personnel who work with their prospective students to meet the same qualifications to provide a similar level of service. Human Resources documentation including but not limited to hiring processes and individuals' credentials will be validated at on-site visit.
3. Information provided to prospective students in the recruiting and admission's process is accurate, complete and up-to-date and is provided to all prospective students without any requirement that such students provide contact information to receive basic information about the institution. The institution also makes its policies related to consumer protection accessible and transparent. Marketing and admission's materials and policies regarding gainful employment but be readily available on institution's website. Link must be provided and compliance will be evaluated at on-site visit.
4. The institution also promptly honors any request from such student to remove that student's name from phone, email or other contact lists; student information collected through the admissions or recruiting process will be maintained as outlined in the institution's data privacy policy, which must be prominently posted on the institution's website. Data disclosure policy must be

- readily available on website, and uploaded with self-assessment. Policy and practices in compliance with policy will be validated at on-site visit.
5. Institutional recruiters, admissions officers or appropriate third parties may answer questions about the student application process for admissions and financial aid, but in no case will such personnel complete these applications or apply the signature of the prospective student.
 6. If an institution requires a student to sign an enrollment agreement, the enrollment agreement will be limited to basic information about a student's course of study, tuition and fees, and other related information and in no case will that agreement include any language limiting that student's ability to: (1) file a complaint with an accrediting or state agency; or (2) take legal action in the event that any dispute, resolution, processes, agreed to by the institution and the student are unsuccessful in resolving the dispute to the satisfaction of the parties. The enrollment agreement, if used, shall be readily available and posted on website. Printed copies and compliance will be validated at on-site visit.
 7. Prior to enrolling a prospective student in a program, the institution should ensure that the student has had sufficient time to review the institution's policies and procedures, to understand the amount of federal, state and institutional financial aid the student is eligible to receive, and to learn how many prior learning credits, if any, will transfer and whether they will be applied to requirements of the program.; in no case will the institution use high-pressure tactics to get a student to enroll or matriculate before it provides this basic information. It shall be validated in enrollment forms or other evidence, including but not limited to a signed student handbook, showing agreement and understanding of student having sufficient time to review and understand the policies, financial aid eligibility and credits and/or transfer requirements of the program. During on-site visit, individual student interviews shall be conducted to validate and confirm.
 8. The institution shall not induce or pressure a student to enroll by a specific deadline with the promise of cash or free goods or services outside of the regular

process of scholarship monies, institutional discounting, fee waivers, financial aid or other assistance; an institution shall not promise that employment is being directly or indirectly offered or is more likely related to its education or provide any guarantees of employment related to that education. This requirement shall be readily available on institution's website and for those institutions providing gainful employment information or placement information, validation shall occur by review of marketing materials at on-site visit.

9. In addition to a policy related to return of Title IV funds, the institution has a refund policy to assure that students receive a refund where appropriate if they withdraw from a program. A refund policy shall be readily available on institution's website and student-signed handbook will acknowledge the student received and understood the information contained within the refund policy. This information shall be uploaded with self-assessment and evidence will be confirmed at on-site visit. The State Board of Career and Technology Education (SBCTE) may look into an allegation of a violation of the student consumer protection policies during an evaluation visit, through the complaint process, or through any other appropriate mechanism. An institution that has engaged in violations of SBCTE policy on student consumer protection, as outlined in this policy, shall be considered to be in violation of SBCTE standards related to institutional integrity and may be found to be in violation of other SBCTE standards as well, and may also be subject to SBCTE sanctions or withdrawal of accreditation as outlined in those policies.

Appendix B

Accreditation – Distance Education

The Oklahoma State Board of Career and Technology Education is recognized by the United States Department of Education as the “authority for the approval of public postsecondary vocational education offered at institutions in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents of Higher Education, including the approval of public postsecondary vocational education offered via distance education.” This recognition establishes the State Board as the accrediting body for the technology centers in Oklahoma. It further requires the State Board to establish policies and standards pertaining to the accreditation process.

Accrediting Agency Accreditation Procedure

1. Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
2. Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.
3. Onsite Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Publication: Upon being satisfied that the applicant meets its standards, the accrediting agency grants accreditation or preaccreditation status and lists the institution or program in an official publication with other similarly accredited or preaccredited institutions or programs.
5. Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.
6. Reevaluation: The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or preaccredited status is warranted.

The goal of accreditation is to ensure that education provided by postsecondary institutions meets acceptable levels of quality.

Program accreditation normally applies to programs, departments, or schools that are parts of an institution. The accredited unit may be as large as a college or school within a university or as small as a curriculum within a discipline.

Distance education is education that uses one or more of the technologies listed in paragraphs (1)(a) through (d) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

1. The technologies that may be used to offer distance education include—
 - a. The internet
 - b. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - c. Audio conference; or
 - d. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1)(a) through (c) of this definition
2. For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.
3. For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
 - a. Providing direct instruction;
 - b. Assessing or providing feedback on a student's coursework;
 - c. Providing information or responding to questions about the content of a course or competency;
 - d. Facilitating a group discussion regarding the content of a course or competency; or
 - e. Other instructional activities approved by the institutions or program's accrediting agency.
4. An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
 - a. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 - b. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

A **clock hour** is defined as a period of time consisting of:

- 50- to 60-minute class, lecture, or recitation in a 60-minute period;
- 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period;
- Sixty minutes of preparation in a correspondence course; or
- **In distance education**, 50 to 60 minutes in a 60-minute period of attendance in—
 - A synchronous or asynchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students; or
 - An asynchronous learning activity involving academic engagement in which the student interacts with technology that can monitor and document the amount of time that the student participates in the activity.
- A clock hour in a distance education program does not meet the requirements of this definition if it does not meet all accrediting agency and State requirements or if it exceeds an agency's or State's restrictions on the number of clock hours in a program that may be offered through distance education.
- **An institution must be capable of monitoring a student's attendance in 50 out of 60 minutes for each clock hour under this definition.**

Distance education program evaluations will take place during the first year the program is being offered. Reevaluation will take place during the technology center's next institutional accreditation onsite visit and monitored in year 3 of their accreditation cycle. Distance education programs will be evaluated by ODCTE trained examiners.

Distance education standards are reviewed on an annual basis by the Accreditation Advisory Committee. Any recommended changes will be presented to the Oklahoma *Career*Tech Board for approval.

Quality Standards

Distance Education Standards

Distance education programs are eligible for Title IV student aid programs if it is an eligible program approved by an accrediting entity that has expansion of scope to include distance education.

1. *Program Integrity*

This standard examines the technology center's policies and procedures are clearly established for distance education students. The institution must be able to verify and track students and their satisfactory academic progress through program completion as well as protect student privacy.

2. *Resources & Technology*

This standard examines the technology center's ability to sufficiently provide, in quantity and quality, resources and technology to support the administration, instruction, and student performance related to distance education programs.

3. *Learning Development & Instruction*

This standard examines the content learning objectives for the program shall be a level and rigor acceptable whether a student moves on to postsecondary studies, the military, or the workforce.

4. *Skill Attainment & Assessment*

This standard examines the performance learning objectives for the program shall be at a level and rigor acceptable whether a student moves on to postsecondary studies, the military, or the workforce.

5. *Student Support & Services*

This standard examines support services provided to meet the needs of all students from recruitment to completion – helping them make satisfactory progress throughout the process.

6. *Marketing & Recruitment*

This standard examines the fair and equitable process of reaching out to all potential students in a technology center's service area.

7. *Student Engagement & Satisfaction*

This standard examines interaction between the technology center and distance education students. Feedback regarding student satisfaction with the school and program is attained and may be utilized in future program improvements.

8. *Program Effectiveness & Improvement*

The standard examines demonstrated evidence of program effectiveness as well as cycles of learning that show the application of recommended improvements.

Distance Education

Self-Assessment Application

Standard 1 – Program Integrity

| 1.1 | Describe the objective of the distance education program. Outline the expectations of the program and potential outcomes. | | Score |
|--------|---|--|-------|
| Points | Criteria Description | Criteria | |
| 0-3 | Does not meet criteria | Objectives of the distance education program are not clearly defined, are not clearly stated and are not measurable. Expectations and potential outcomes of the program are not clearly defined. | |
| 4-5 | Meets criteria | Objectives of the distance education program are clearly defined, stated and are measurable. A course overview is included and provides an in-depth understanding of why the course is important. A course syllabus is included and presented at the beginning of the course. Expectations and potential outcomes of the program are clearly defined. Expectations are aligned with state and/or national guidelines/standards. | |
| 6 | Exceeds criteria | Objectives of the distance education program are clearly defined, stated and are measurable. A course overview is included and provides an in-depth understanding of why the course is important. A course syllabus is included and presented at the beginning of the course. Expectations and potential outcomes of the program are clearly defined. Expectations are aligned with state and/or national standards. A crosswalk on how the expectations are aligned with state and/or national guidelines/standards is also provided. Potential outcomes described align with business and industry demands. | |

| 1.2 | What type of delivery model is used in the distance education program – 100% distance or a hybrid (partial onsite, partial via distance)? How are distance education students identified? How is attendance and satisfactory academic progress tracked? | | Score |
|--------|---|--|-------|
| Points | Criteria Description | 1.2 Criteria | |
| 0-2 | Does not meet criteria | Inadequate description of the delivery model that will be used in the program. Distance education students are not identifiable. Clock hour attendance and satisfactory academic progress is not monitored. | |

| | | |
|-----|------------------|--|
| 3-4 | Meets criteria | <p>Thorough description of the delivery model used. The model chosen has been grounded in pedagogy and evaluated against institutional needs to determine effectiveness of instructional delivery and identify potential challenges.</p> <p>Policies are in place to identify distance education students and are implemented. Student clock hour attendance and satisfactory academic progress is monitored.</p> |
| 5 | Exceeds criteria | <p>Thorough description of the delivery model used. The model chosen has been grounded in pedagogy and evaluated against institutional needs to determine effectiveness of instructional delivery and identify potential challenges. Data has been collected and can be cited from pilot studies of the model to determine effectiveness.</p> <p>Policies are in place to identify distance education students and are implemented. Student clock hour attendance and satisfactory academic progress is monitored daily.</p> |

| 1.3 | | What methods are used to verify students' academic integrity in the distance education program? | Score |
|--------|------------------------|--|-------|
| Points | Criteria Description | Criteria | |
| 0-3 | Does not meet criteria | <p>Academic integrity and internet etiquette expectations regarding activities, discussions, email communications and plagiarism are not clearly stated to students at the beginning of the program.</p> <p>Processes are not in place to verify academic dishonesty is minimized. Assessments used do not ensure and do not verify effectiveness of student academic and technical skill performance and academic honesty.</p> <p>Data is not provided to show student attainment of academic and technical skills.</p> | |
| 4-5 | Meets criteria | <p>Academic integrity and internet etiquette expectations regarding activities, discussions, email communications and plagiarism are clearly stated to students at the beginning of the program.</p> <p>Processes are in place to verify academic dishonesty is minimized. Assessments used ensure and verify effectiveness of student academic and technical skill performance and academic honesty.</p> <p>Data is provided to show student attainment of academic and technical skills.</p> | |
| 6 | Exceeds criteria | <p>Academic integrity and internet etiquette expectations regarding activities, discussions, email communications and plagiarism are clearly stated.</p> | |

| | | |
|--|--|--|
| | | <p>Processes are in place to verify academic dishonesty is minimized. Assessments used ensure and verify effectiveness of student academic and technical skill performance and academic honesty.</p> <p>Data provided shows a positive trend in student attainment and technical skills.</p> |
|--|--|--|

| 1.4 | | What methods are used to maintain student confidentiality? | Score |
|--------|------------------------|---|-------|
| Points | Criteria Description | Criteria | |
| 0-3 | Does not meet criteria | <p>Methods do not maintain that student information remains confidential.</p> <p>Privacy policies are not clearly stated and/or are not followed.</p> <p>Data security is not evaluated annually to improve student confidentiality and data is not provided regarding the number of times confidential information was obtained by unauthorized users.</p> | |
| 4-5 | Meets criteria | <p>Methods outlined maintain that student information remains confidential.</p> <p>Privacy policies are clearly stated followed.</p> <p>Data security is evaluated annually to improve student confidentiality and includes information on the number of times confidential information was obtained by unauthorized users.</p> | |
| 6 | Exceeds criteria | <p>Methods outlined maintain that student information remains confidential.</p> <p>Privacy policies are clearly stated and followed.</p> <p>Data security is evaluated annually to improve student confidentiality and includes information on the number of times confidential information was obtained by unauthorized users. Data provided indicates no confidential information was obtained by unauthorized users over the past three years.</p> | |

Additional Comments:

Standard 2 – Resources and Technology

| 2.1 | | What resources are required by students to successfully participate in the program? | Score |
|------------|------------------------|---|--------------|
| Points | Criteria Description | Criteria | |
| 0-2 | Does not meet criteria | <p>Hardware, web browser and software requirements are not specified.</p> <p>Prerequisite skills in the use of technology are not identified.</p> <p>Appropriate content-specific tools and software are not utilized.</p> | |
| 3 | Meets criteria | <p>Hardware, web browser and software requirements are specified.</p> <p>Prerequisite skills in the use of technology are identified.</p> <p>Appropriate content-specific tools and software are utilized.</p> <p>Back-up resources and technology are available in the event of interruption to the educational program.</p> | |
| 4 | Exceeds criteria | <p>Hardware, web browser and software requirements are specified.</p> <p>Prerequisite skills in the use of technology are identified.</p> <p>Appropriate content-specific tools and software are utilized.</p> <p>Back-up resources and technology are available in the event of interruption to the educational program.</p> <p>Innovative technology is utilized to increase access and engagement.</p> | |

| 2.2 | | What resources does the instructor have available to administer distance education? What tools and media does the instructor use to deliver distance education? Describe the educational platform/delivery system the instructor use in delivering distance education. | Score |
|------------|------------------------|---|--------------|
| Points | Criteria Description | Criteria | |
| 0-2 | Does not meet criteria | <p>Resources at the site to administer distance education are not described.</p> <p>Tools and media used are not identified.</p> <p>More detail is needed to describe the educational platform.</p> <p>The user interface is not easy to navigate.</p> <p>The online platform used is not suitable for the program.</p> | |

| | | |
|-----|------------------|--|
| | | The teacher has difficulty in adding content, activities, and assessments using the delivery system. |
| 3-4 | Meets criteria | <p>Resources at the site to administer distance education are described.</p> <p>Tools and media used are identified.</p> <p>The educational platform used is described in full detail.</p> <p>The user interface is easy to navigate.</p> <p>The online platform used is effective in instructional delivery.</p> <p>The teacher can add content, activities, and assessments using the delivery system with relative ease.</p> |
| 5 | Exceeds criteria | <p>Resources at the site to administer distance education are described.</p> <p>Tools and media used are identified.</p> <p>The educational platform used is described in full detail.</p> <p>The user interface is easy to navigate.</p> <p>The online platform is used at its maximum potential for instructional delivery.</p> <p>The instructor identifies and delivers alternative resources to students.</p> <p>The teacher can add content, activities, and assessments using the delivery system with relative ease.</p> <p>Satellite facilities are regularly monitored, if applicable.</p> |

| 2.3 How do the resources and technology the instructor has available to students support learning objectives in the program? | | Score |
|---|-----------------------------|--|
| Points | Criteria Description | Criteria |
| 0-2 | Does not meet criteria | <p>Little description on how resources and technology are utilized to accomplish learning objectives is provided.</p> <p>Sufficient learning resources and materials are not available to students to increase student success and are not available to students when the course begins.</p> |
| 3 | Meets criteria | <p>A description is provided on how resources and technology are used to accomplish learning objectives.</p> <p>Sufficient learning resources and materials are available to students to increase student success and are available to students when the course begins.</p> |
| 4 | Exceeds criteria | <p>A thorough description is provided on how resources and technology are used to accomplish learning objectives.</p> <p>Sufficient learning resources and materials are available to students to increase student success and are available to students when the course begins.</p> <p>Examples of how the technology is used are also given.</p> |

Additional Comments:

Standard 3 – Learning Development, Instruction, and Safety

| 3.1 Identify which student learning outcomes use distance education and which areas use other delivery methods for instruction. | | Score |
|---|------------------------|--|
| Points | Criteria Description | Criteria |
| 0-3 | Does not meet criteria | <p>Program objectives are not cross-walked to national/state guidelines/standards.</p> <p>Student learning outcomes are not consistent with program objectives and are not clearly stated. Student learning outcomes do not represent the scope of the courses and are not clearly stated.</p> <p>The delivery method used for each student learning outcome is not clearly stated.</p> |
| 4 | Meets criteria | <p>Program objectives are cross-walked to national/state guidelines/standards.</p> <p>Student learning outcomes are consistent with program objectives and are clearly stated. Student learning outcomes represent the scope of the courses and are clearly stated. A description of student learning outcomes and expectations are articulated and given to students.</p> <p>The delivery method used for each student learning outcome is clearly stated.</p> |
| 5 | Exceeds criteria | <p>Program objectives are cross-walked to national/state guidelines/standards.</p> <p>Student learning outcomes are consistent with program objectives and are clearly stated. Student learning outcomes represent the scope of the courses and are clearly stated. A description of student learning outcomes and expectations are articulated and given to students.</p> <p>The delivery method used for each student learning outcome is clearly stated.</p> <p>An updated program-specific strategic plan is in place and is followed.</p> |

| 3.2 Describe the instructional design, strategies, and activities that are used in the program. | | Score |
|---|------------------------|---|
| Points | Criteria Description | Criteria |
| 0-4 | Does not meet criteria | <p>The course is not organized into units and lessons. Units are not described in full detail to students. Lessons for each unit are not clearly stated. Activities, assignments, and assessments are not described thoroughly. Each lesson is not described in full detail to students. Activities, assignments, and assessments for each unit are not clearly stated and are not described in full detail.</p> <p>Instruction is not designed to ensure concepts and skills will be retained by students. It is not aligned to end of instruction tests and/or certifications.</p> <p>Learning activities do not address a variety of learning styles and preferences to help the student master program content.</p> <p>Instruction does not adapt learning activities to accommodate students' needs.</p> |
| 5-8 | Meets criteria | <p>The course is organized into units and lessons. Units are described in full detail to students. Lessons for each unit are clearly stated. Activities, assignments, and assessments are described. Each lesson is described in full detail to students. Activities, assignments, and assessments for each unit are clearly stated and described in full detail.</p> <p>Instruction is designed to ensure concepts and skills will be retained by students. It is aligned to end of instruction tests and/or certifications.</p> <p>Learning activities address a variety of learning styles and preferences to help the student master program content.</p> <p>Instruction adapts learning activities to accommodate students' needs.</p> |
| 9-10 | Exceeds criteria | <p>The course is organized into units and lessons. Units are described in full detail to students. Lessons for each unit are clearly stated. Activities, assignments, and assessments are described. Each lesson is described in full detail to students. Activities, assignments, and assessments for each unit are clearly stated and described in full detail.</p> <p>Instruction is designed to ensure concepts and skills will be retained by students. It is aligned to end of instruction tests and/or certifications.</p> <p>Learning activities that address a variety of learning styles and preferences to help the student master program content.</p> |

| | | |
|--|--|---|
| | | Instruction adapts learning activities to accommodate students' needs. New methods to accommodate learning styles are attempted and results are provided. |
|--|--|---|

| 3.3 How are critical thinking and technical skills developed in the program? | | Score |
|---|-----------------------------|--|
| Points | Criteria Description | Criteria |
| 0-4 | Does not meet criteria | <p>Content, assignments (projects, research papers, reflections, discussion board posts, etc.), and assessments are of not of sufficient rigor, depth, and breadth to teach the learning objectives being addressed.</p> <p>The program does not provide opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways. Relevant, project-based learning and/or live work are not provided for students.</p> <p>Literacy and numeracy are not incorporated into the curriculum when appropriate.</p> <p>Readability, written language, and mathematical requirement levels are not appropriate/or not assessed for the program.</p> |
| 5-8 | Meets criteria | <p>Content, assignments (projects, research papers, reflections, discussion board posts, etc.), and assessments are of sufficient rigor, depth, and breadth to teach the learning objectives being addressed.</p> <p>The program provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways. Relevant, project-based learning and/or live work are provided for students.</p> <p>Literacy and numeracy are incorporated into the curriculum when appropriate.</p> <p>Readability, written language, and mathematical requirement levels are appropriate for the program.</p> |
| 9-10 | Exceeds criteria | <p>Content, assignments (projects, research papers, reflections, discussion board posts, etc.), and assessments are of sufficient rigor, depth, and breadth to teach the learning objectives being addressed.</p> <p>The program provides opportunities for students to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways. Relevant, project-based learning and/or live work are provided for students and require students to utilize higher order reading, math, or science skills are used in the program.</p> |

| | | |
|--|--|--|
| | | <p>Literacy and numeracy are incorporated into the curriculum when appropriate.</p> <p>Readability, written language, and mathematical requirement levels are appropriate for the program.</p> |
|--|--|--|

| 3.4 How is satisfactory academic progress of student learning outcomes for the program met by the student? | | Score |
|---|-----------------------------|---|
| Points | Criteria Description | Criteria |
| 0-3 | Does not meet criteria | <p>Policies and procedures regarding the length of time (clock hour) to accomplish student learning outcomes are not clearly stated.</p> <p>Policies regarding the violation of incomplete and missing assignments, activities, and assessments are not clearly stated.</p> <p>Accomplishment of student learning outcomes, units, lessons, activities, assignments, and assessments are not able to be completed in an adequate amount of time.</p> |
| 4-5 | Meets criteria | <p>Policies and procedures regarding the length of time (clock hour) to accomplish student learning outcomes are clearly stated.</p> <p>Policies regarding the violation of incomplete and missing assignments, activities, and assessments are clearly stated.</p> <p>Accomplishment of student learning outcomes, units, lessons, activities, assignments, and assessments are able to be completed in an adequate amount of time.</p> <p>Data is provided on cycle time (the average amount of time it takes for a student to complete the course).</p> |
| 6 | Exceeds criteria | <p>Policies and procedures regarding the length of time (clock hour) to accomplish student learning outcomes are clearly stated.</p> <p>Policies regarding the violation of incomplete and missing assignments, activities, and assessments are clearly stated.</p> <p>Accomplishment of student learning outcomes, units, lessons, activities, assignments, and assessments are able to be completed in an adequate amount of time.</p> <p>Improvement of cycle time (the average amount of time it takes for a student to complete the course) is shown by data provided.</p> |

| 3.5 | | How is program safety addressed? | Score |
|---------------|-----------------------------|--|--------------|
| Points | Criteria Description | Criteria | |
| 0-4 | Does not meet criteria | General safety practices are not addressed. No safety testing is conducted and/or no records are kept on file. | |
| 5-8 | Meets criteria | General safety practices are addressed. Safety incidents are reported and documentation is maintained. | |
| 9 | Exceeds criteria | General safety practices are addressed. No/Minimal safety incidents are reported and documentation is maintained. | |

Additional Comments:

Standard 4 – Skill Attainment, Assessment, and Reporting

| 4.1 How are the student learning outcomes assessed to monitor student performance? What methods does the instructor use to measure skill and knowledge attainment? | | Score |
|--|------------------------|---|
| Points | Criteria Description | Criteria |
| 0-4 | Does not meet criteria | <p>Student assessments and skills checks do not align with program objectives and student learning outcomes are not clearly stated. Adequate and appropriate methods and procedures are not used to ensure students' mastery of content and technical skills. Student assessments and skill checks are not conducted to verify the student's readiness for the next learning objective.</p> <p>Instructors do not have flexibility in assessing students' mastery of course content and skill attainment. Grading policies, rubrics, practices and procedures are not easy to understand.</p> |
| 5-8 | Meets criteria | <p>Student assessments and skills checks align with program objectives and student learning outcomes are clearly stated. Adequate and appropriate methods and procedures are used to ensure students' mastery of content and technical skills. Student assessments and skills checks are conducted frequently to verify the student's readiness for the next learning objective.</p> <p>Instructors have flexibility in assessing students' mastery of course content and skill attainment. Grading policies, rubrics, practices and procedures are easy to understand.</p> |
| 9-10 | Exceeds criteria | <p>Student assessments and skills checks align with program objectives and student learning outcomes are clearly stated. Adequate and appropriate methods and procedures are used to ensure students' mastery of content and technical skills. Student assessments and skills checks are conducted frequently to verify the student's readiness for the next learning objective.</p> <p>Student knowledge and skills are enhanced through completion of additional project work.</p> <p>Instructors have flexibility in assessing students' mastery of course content and skill attainment. Grading policies, rubrics, practices and procedures are easy to understand.</p> |

| 4.2 | | How do the assessments align with the student learning outcomes? How do the assignments and skill practices align with the assessments and the student learning outcomes? | Score |
|---------------|-----------------------------|---|--------------|
| Points | Criteria Description | Criteria | |
| 0-4 | Does not meet criteria | <p>Student assessments and skills checks do not align with industry-recognized local, state, and national assessments associated with the program.</p> <p>When applicable, data is not provided showing student performance on state and national certification examinations.</p> | |
| 5-8 | Meets criteria | <p>Student assessments and skills checks align with industry-recognized local, state, and national assessments associated with the program.</p> <p>When applicable, data is provided showing student performance on state and national certification examinations and industry-recognized.</p> | |
| 9-10 | Exceeds criteria | <p>Student assessments and skills checks align with industry-recognized local, state, and national assessments associated with the program.</p> <p>When applicable, data is provided showing student performance on state and national certification examinations and industry-recognized credentials.</p> <p>Comparable data to other programs and best in class is also provided.</p> | |

| 4.3 | | How is student data collected and reported? | Score |
|---------------|-----------------------------|--|--------------|
| Points | Criteria Description | Criteria | |
| 0-2 | Does not meet criteria | No data is collected or reported. | |
| 3-4 | Meets criteria | Required data is collected, maintained, and reported in a timely manner. | |
| 5 | Exceeds criteria | <p>Required and other data is collected, maintained, and reported in a timely manner.</p> <p>The data is analyzed to note positive trends.</p> | |

Additional Comments:

Standard 5 – Student Support and Services

| 5.1 | | What support and services are available to students enrolled in distance education programs? | Score |
|--------|------------------------|--|-------|
| Points | Criteria Description | Criteria | |
| 0-2 | Does not meet criteria | <p>Students do not have access to qualified guidance personnel to develop their individual academic and career plan of study.</p> <p>Students do not have access to qualified financial aid personnel to discuss individual needs.</p> | |
| 3 | Meets criteria | <p>Students have regular access to qualified guidance personnel to develop their individual academic and career plan of study.</p> <p>Students do have access to qualified financial aid personnel to discuss individual needs.</p> <p>Job placement services are provided to students.</p> | |
| 4 | Exceeds criteria | <p>Students have extended hours for access to qualified guidance personnel to develop their individual academic and career plan of study.</p> <p>Students have extended hours for access to qualified financial aid personnel to discuss individual needs.</p> <p>Job placement services are provided to students.</p> <p>Students have online access to guidance/advisement information and services as well as financial aid information and services.</p> | |

| 5.2 | | What orientation and technical support is provided to students enrolled in distance education programs? | Score |
|--------|------------------------|---|-------|
| Points | Criteria Description | Criteria | |
| 0-2 | Does not meet criteria | <p>No orientation training is provided by the course provider.</p> <p>No technical assistance and support is provided to program teachers and students.</p> | |
| 3 | Meets criteria | <p>Orientation training is provided by the course provider.</p> <p>Technical assistance and support is provided to program teachers and students. Promptness in resolving issues within a 24-48 hour time frame whenever possible.</p> <p>Evidence is provided on the effectiveness of technical assistance and support to program teachers and students.</p> | |
| 4 | Exceeds criteria | <p>Orientation training is provided by the course provider.</p> | |

| | | |
|--|--|--|
| | | <p>Technical assistance and support is provided to course teachers and students 24 hours a day, 7 days a week. Issues are resolved immediately whenever possible.</p> <p>Evidence is provided on the effectiveness of technical assistance and support to program teachers and students.</p> |
|--|--|--|

| 5.3 How are diverse students and special population guidelines effectively communicated to students? What alternative resources and materials are available for students to receive equivalent learning and training? | | Score |
|---|------------------------|--|
| Points | Criteria Description | Criteria |
| 0-2 | Does not meet criteria | <p>Guidelines for student special populations are not articulated effectively at the beginning of the course. The course does not meet universal design principles, Section 508 standards and does not meet W3C guidelines to ensure access to all students.</p> <p>Online textbooks used do not meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.</p> |
| 3 | Meets criteria | <p>Guidelines for student special populations are articulated effectively at the beginning of the course. The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access to all students. IEPs, 504 Plans, and ESL/ELL plans are provided when needed.</p> <p>Online textbooks used meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.</p> |
| 4 | Exceeds criteria | <p>Guidelines for student special populations are articulated effectively at the beginning of the course. The course meets universal design principles, Section 508 standards and W3C guidelines to ensure access to all students. IEPs, 504 Plans, and ESL/ELL plans are provided when needed.</p> <p>Online textbooks used meet nationally endorsed standards (NIMAS) for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.</p> <p>Examples are provided in the effectiveness of using the alternative resources and materials and the schools ability to accommodate those individuals in the course with disabilities.</p> |

Additional Comments:

Standard 6 – Marketing and Recruitment

| 6.1 | | How are new students acquired? | Score |
|------------|------------------------|---|--------------|
| Points | Criteria Description | Criteria | |
| 0-2 | Does not meet criteria | Recruitment procedures for the program are not outlined. No duties are assigned. | |
| 3-4 | Meets criteria | Recruitment procedures for the program are outlined. Individuals responsible for recruitment are identified. | |
| 5 | Exceeds criteria | Recruitment procedures for the program are outlined. All staff are participating in recruitment efforts. | |

| 6.2 | | How has the program been marketed? | Score |
|------------|------------------------|--|--------------|
| Points | Criteria Description | Criteria | |
| 0-2 | Does not meet criteria | The marketing process for the program is not outlined. Data is not provided on the demographic groups using the program and no data is shown for the effectiveness of the marketing strategy. | |
| 3-4 | Meets criteria | The marketing process for the program is outlined. Data is provided on the demographic groups using the program and the effectiveness of the marketing strategy. | |
| 5 | Exceeds criteria | The marketing process for the program is outlined. Data is provided on the demographic groups using the program. Data shows the marketing strategy is effective at recruiting the right student to the program. Professional development is provided for marketing and recruitment efforts. | |

| 6.3 | | How does the program/school ensure nondiscrimination? | Score |
|------------|------------------------|--|--------------|
| Points | Criteria Description | Criteria | |
| 0-2 | Does not meet criteria | There is no nondiscrimination policy in place. | |
| 3-4 | Meets criteria | There is a nondiscrimination policy in place and this information is disseminated. | |
| 5 | Exceeds criteria | Professional development is provided for staff and students about nondiscrimination. | |

Additional Comments:

Standard 7 – Student Engagement and Satisfaction

| 7.1 | | How does the instructor build and manage relationships with students? How is the instructor actively engaged with students? | Score |
|------------|------------------------|---|--------------|
| Points | Criteria Description | Criteria | |
| 0-4 | Does not meet criteria | <p>Information is not provided regarding how communication between the instructor and students occurs. No interaction exists between the instructor and student.</p> <p>Feedback on student progress is slow. Interaction online between students is not monitored.</p> | |
| 5-6 | Meets criteria | <p>Information is provided to students on how to communicate with the teacher, including information on the process for these communications.</p> <p>Opportunities for appropriate instructor-student and student-student interactions takes place, including feedback about student progress from the instructor. Interaction is monitored online. Interaction shows mastery and application of the material.</p> <p>Interaction is monitored online.</p> | |
| 7 | Exceeds criteria | <p>Information is provided to students on how to communicate with the teacher, including information on the process for these communications.</p> <p>Opportunities for appropriate instructor-student and student-student interaction takes place, including timely feedback about student progress from the instructor.</p> <p>Interaction is monitored online. Interaction shows mastery and application of the material.</p> <p>Provide documentation showing average length of time to post student progress. Evidence of direct dialogue between the instructor and students and students to students.</p> | |

| 7.2 | | How does the instructor increase student engagement in the program? What assessment methods and measures does the instructor use to determine student engagement and student satisfaction/dissatisfaction? | Score |
|------------|------------------------|---|--------------|
| Points | Criteria Description | Criteria | |
| 0-4 | Does not meet criteria | <p>Student engagement and satisfaction is not monitored throughout the program. Student evaluation for satisfaction/dissatisfaction and engagement in the program is not performed, suggestions are not taken into consideration, and/or strategies to improve the program are not implemented.</p> | |

| | | |
|-----|------------------|--|
| | | Data is not provided to show student engagement and satisfaction in the program. |
| 5-6 | Meets criteria | <p>Student engagement and satisfaction is monitored throughout the program. Student evaluation for satisfaction/dissatisfaction and engagement in the program is performed, suggestions are taken into consideration, and strategies to improve the program are implemented.</p> <p>Student engagement is incorporated into the design and delivery of instruction.</p> <p>Data is provided to show student engagement and satisfaction in the program.</p> |
| 7 | Exceeds criteria | <p>Student engagement and satisfaction is monitored throughout the program. Student evaluation for satisfaction/dissatisfaction and engagement in the program is performed, suggestions are taken into consideration, and strategies to improve the program are implemented.</p> <p>Student engagement is incorporated into the design and delivery of instruction using researched-based methods that are proven.</p> <p>Data is provided to show student engagement and satisfaction in the program and levels of engagement and satisfaction performance are excellent.</p> |

| | | | |
|---------------|--|--|--------------|
| 7.3 | What are your results for student retention (if applicable), productivity, participation, and grievances to assess and improve? | | Score |
| Points | Criteria Description | Criteria | |
| 0-3 | Does not meet criteria | Data is not provided on student retention/completion, productivity, program performance as applicable, number of complaints, and rate of participation. | |
| 4-5 | Meets criteria | Data is provided on student retention/completion, productivity, program performance as applicable, number of complaints, and rate of participation. | |
| 6 | Exceeds criteria | Data provided shows a high rate of student retention and completion, a high rate of productivity, program performance as applicable, a low number of complaints, and a high rate of participation. | |

| 7.4 | | How are students encouraged to participate in leadership opportunities? | Score |
|--------|------------------------|---|-------|
| Points | Criteria Description | Criteria | |
| 0-4 | Does not meet criteria | No career and technical student organization (CTSO)/leadership opportunities are available to students. | |
| 5-6 | Meets criteria | <p>CTSO/leadership opportunities are available and aligned with student outcomes.</p> <p>A program of work (that may include leadership training/conferences, community service activities, competitive events, etc.) is established and followed.</p> | |
| 7-8 | Exceeds criteria | <p>CTSO/leadership opportunities are available and aligned with student outcomes.</p> <p>A program of work (that may include leadership training/conferences, community service activities, competitive events, etc.) is established and followed.</p> <p>Students participate in state and national level activities/events. Students are encouraged to take on leadership roles beyond the local level.</p> | |

Additional Comments:

Standard 8 – Program Effectiveness and Improvement

| 8.1 | How is the effectiveness and performance of the program evaluated? What are current levels and trends in the effectiveness and performance of the program? | | Score |
|--------|--|--|-------|
| Points | Criteria Description | Criteria | |
| 0-4 | Does not meet criteria | <p>Supervisor, business and industry, and student evaluations are not performed on the program annually.</p> <p>Multiple methods are not used to assess program effectiveness. The program is not evaluated annually for effectiveness.</p> <p>Data is not provided on program evaluations by educators, advisory committees, and students. Results of program effectiveness are not provided.</p> | |
| 5-8 | Meets criteria | <p>Supervisor, business and industry, and student evaluations are performed on the program annually.</p> <p>Multiple methods are used to assess program effectiveness (such as certificates/certifications earned, job placement rate, etc.). The program is evaluated annually for effectiveness.</p> <p>Data is provided on program evaluations by educators, advisory committees, and students. Results of program effectiveness are provided.</p> | |
| 9-10 | Exceeds criteria | <p>Supervisor, business and industry, and student evaluations are performed on the program annually.</p> <p>Multiple methods are used to assess program effectiveness (such as certificates/certifications earned, job placement rate, etc.). The program is evaluated annually to ensure effectiveness.</p> <p>The program sets measureable goals. Data provided on program evaluations by educators, advisory committees, and students show a positive impact.</p> | |

| 8.2 | How does the program ensure that instructional personnel possess the required certifications and credentials? How are program instructor(s) evaluated? How is professional development provided to program instructor(s)? What are the current personnel and professional development results? | | Score |
|--------|---|--|-------|
| Points | Criteria Description | Criteria | |
| 0-3 | Does not meet criteria | <p>Administrators do not ensure that the instructor(s) possess the required certifications and credentials to teach the program.</p> <p>Instructional personnel are not annually evaluated.</p> <p>No professional development is provided to the instructor(s).</p> <p>Data is not provided on current personnel or professional development results.</p> | |
| 4 | Meets criteria | <p>Administrators ensure that the instructor(s) possess the required certifications and credentials to teach the program.</p> <p>Instructional personnel are annually evaluated.</p> <p>Professional development is provided to the instructor(s).</p> <p>Data is provided on current personnel. The organization supports personnel in providing professional development opportunities for instructors.</p> | |
| 5-6 | Exceeds criteria | <p>Administrators ensure that the instructor(s) possess the required certifications and credentials to teach the program. The instructor(s) possess certifications and credentials that are beyond the minimum requirement to teach the program.</p> <p>Instructional personnel are evaluated twice per fiscal year.</p> <p>Professional development is provided to instructor(s) based on his/her personal professional development plan.</p> <p>Data is provided on current personnel. The organization supports personnel in providing multiple professional development opportunities for instructors.</p> | |

| 8.3 | How does the business and industry advisory committee strengthen program effectiveness and improvement? | | Score |
|--------|--|--|--------------|
| Points | Criteria Description | Criteria | |
| 0-3 | Does not meet criteria | No business and industry advisory committee is established, the business and industry advisory committee is established but does not meet, or the business and industry advisory committee is not representative of the program. | |
| 4-6 | Meets criteria | <p>A representative business and industry advisory committee is established and meets a minimum of two times per year.</p> <p>Representatives are engaged in giving feedback about the program.</p> <p>Students have the opportunity to interact with business and industry representatives throughout a variety of ways (guest speakers, mentoring, job shadowing, etc.)</p> | |
| 7-8 | Exceeds criteria | <p>A representative business and industry advisory committee is established and meets a minimum of two times per year. Representatives are engaged in giving feedback about the program.</p> <p>Students have the opportunity to interact with business and industry representatives throughout a variety of ways (guest speakers, mentoring, job shadowing, etc.).</p> <p>Business and industry partners help supplement the program area through donations (time, financial, equipment, etc.).</p> | |

Additional Comments:

Overall Rating Summary

| QUALITY STANDARD | ITEM | ACTUAL SCORE | MIN | MAX | STANDARD MET or NOT MET |
|--|------|--------------|-----|-----|-------------------------|
| Program Integrity | 1.1 | | 4 | 6 | |
| | 1.2 | | 3 | 5 | |
| | 1.3 | | 4 | 6 | |
| | 1.4 | | 4 | 6 | |
| Resources and Technology | 2.1 | | 3 | 4 | |
| | 2.2 | | 3 | 5 | |
| | 2.3 | | 3 | 4 | |
| Learning Development and Instruction | 3.1 | | 4 | 5 | |
| | 3.2 | | 5 | 10 | |
| | 3.3 | | 5 | 10 | |
| | 3.4 | | 4 | 6 | |
| | 3.5 | | 5 | 9 | |
| Skill Attainment and Assessment | 4.1 | | 5 | 10 | |
| | 4.2 | | 5 | 10 | |
| | 4.3 | | 3 | 5 | |
| Student Support and Services | 5.1 | | 3 | 4 | |
| | 5.2 | | 3 | 4 | |
| | 5.3 | | 3 | 4 | |
| Marketing and Recruitment | 6.1 | | 3 | 5 | |
| | 6.2 | | 3 | 5 | |
| | 6.3 | | 3 | 5 | |
| Student Engagement and Satisfaction | 7.1 | | 5 | 7 | |
| | 7.2 | | 5 | 7 | |
| | 7.3 | | 4 | 6 | |
| | 7.4 | | 5 | 8 | |
| Program Effectiveness and Improvement | 8.1 | | 5 | 10 | |
| | 8.2 | | 4 | 6 | |
| | 8.3 | | 4 | 8 | |
| TOTAL | | | 110 | 180 | |

Competency-Based Education / Direct Assessment

Disclaimer – This is currently an experimental sites initiative at this time. The CBE experiment provides a number of waivers and modifications to statutory and regulatory requirements for providing Title IV aid to students.

The Oklahoma State Board of Career and Technology Education is recognized by the United States Department of Education as the “authority for the approval of public postsecondary vocational education offered at institutions in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents of Higher Education, including the approval of public postsecondary vocational education offered via distance education.” This recognition establishes the State Board as the accrediting body for the technology centers in Oklahoma. It further requires the State Board to establish policies and standards pertaining to the accreditation process.

Accrediting Agency Accreditation Procedure

1. Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
2. Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.
3. Onsite Evaluation: A team selected by the accrediting agency visits the institution or program to determine first-hand if the applicant meets the established standards.
4. Publication: Upon being satisfied that the applicant meets its standards, the accrediting agency grants accreditation or preaccreditation status and lists the institution or program in an official publication with other similarly accredited or preaccredited institutions or programs.
5. Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.

6. **Reevaluation:** The accrediting agency periodically reevaluates each institution or program that it lists to ascertain whether continuation of its accredited or preaccredited status is warranted.

The goal of accreditation is to ensure that education provided by postsecondary institutions meets acceptable levels of quality.

Program accreditation normally applies to programs, departments, or schools that are parts of an institution. The accredited unit may be as large as a college or school within a university or as small as a curriculum within a discipline.

There are many types of **competency-based education (CBE)** programs, and there is currently no federal definition for these educational methods. However, in general, a CBE program is one that organizes content according to what a student knows and can do, often referred to as a “competency.” CBE programs also generally have very clear claims for student learning, stress what students can do with the knowledge and skills they acquire, and have assessments that provide measurable evidence of competency. Student progress is determined by mastery of each competency. Because CBE focuses on whether students have mastered these competencies, there is a focus on learning outcomes rather than time spent in the classroom. The United States Department of Education relies in part on institutions and accrediting agencies to determine whether a program constitutes CBE. CBE may be offered using credit hours or clock hours.

Direct assessment means an instructional program that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others, and meets the conditions of 34 CFR 668.10. For title IV, HEA purposes, the institution must obtain approval for the direct assessment program from the Secretary under 34 CFR 668.10(g) or (h) as applicable. As part of that approval, the accrediting agency must –

- (1) Evaluate the program(s) and include them in the institution's grant of accreditation or pre-accreditation; and
- (2) Review and approve the institution's claim of each direct assessment program's equivalence in terms of credit or clock hours.

Competency-Based Education/Direct Assessment program evaluations will take place at the request of the technology center in order to apply for approval at the federal level. Reevaluation will take place during the technology center's next institutional accreditation onsite visit and monitored in year 3 of their accreditation cycle. Competency-Based Education/Direct Assessment programs will be evaluated by ODCTE trained examiners.

Competency-Based Education/Direct Assessment standards are reviewed on an annual basis by the Accreditation Advisory Committee. Any recommended changes will be presented to the Oklahoma *CareerTech* Board for approval.

Accreditor's Required Documentation

- Institution's Approach to Competency-Based Education/Direct Assessment
- Policies and Procedures
- Competencies and Clock Hour Equivalencies
- Advisory Committee Meeting Minutes
- Program-Specific Documentation

Quality Standards

Competency-based education / direct assessment programs are eligible for Title IV student aid programs if it is an eligible program approved by an accrediting agency that has expansion of scope to include distance education. The accrediting entity is authorized to initially approve competency-based education / direct assessment programs, however, there are additional steps in order for an educational institution to gain full approval from Federal Student Aid (FSA).

1. Program Integrity

This standard examines the technology center's policies and procedures are clearly established for competency-based education / direct assessment students. The institution must establish clock hour equivalencies of a tradition program to competencies and be able to verify and track students and their satisfactory academic progress through program completion.

2. Resources & Technology

This standard examines the technology center's ability to sufficiently provide, in quantity and quality, resources and technology to support the administration, instruction, and student performance related to competency-based / direct assessment programs.

3. Learning Development & Instruction

This standard examines the content learning objectives for the program shall be a level and rigor acceptable whether a student moves on to postsecondary studies, the military, or the workforce.

4. Skill Attainment & Assessment

This standard examines the performance learning objectives for the program shall be at a level and rigor acceptable whether a student moves on to postsecondary studies, the military, or the workforce.

5. *Student Support & Services*

This standard examines support services provided to meet the needs of all students from recruitment to completion – helping them make satisfactory progress throughout the process.

6. *Marketing & Recruitment*

This standard examines the fair and equitable process of reaching out to all potential students in a technology center's service area.

7. *Student Engagement & Satisfaction*

This standard examines how substantive interaction between the technology center and competency-based education/direct assessment students occurs and is documented. Feedback regarding student satisfaction with the school and program is attained and may be utilized in future program improvements.

8. *Program Effectiveness & Improvement*

The standard examines demonstrated evidence of program effectiveness as well as cycles of learning that show the application of recommended improvements.

Appendix D

Possible items to explain in narrative, by section.

District Overview

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| Governance board, organizational chart |
| Educational institution formation year, campus site(s) |
| Mission, vision, values, and core competencies |
| Demographics of the technology center student population, local community population, and business and industry |
| Socio-economic status, race, ethnicity, national origin, gender, age, disability, veteran status |
| Segmentation of personnel |
| Asset listing (i.e. – facilities, technology, equipment, human resources, etc.) |
| Enrollment capacity and safety based upon local policy, adherence to safety standards |
| Companies served within school district area |
| Oklahoma State Department of Education regional accreditation officer approval |
| Area economic development, engagement |
| Business and industry services (i.e. – Bid assistance, TIP agreements, staffing, etc.) |
| Diversity of students, business and industry, and other customers served, instructional delivery methods |
| Variety in instructional delivery methods, service offerings |
| Industry recognized certificates/credentials |
| Comparative data – in sector and out of sector |
| Performance improvement system(s) (i.e. – plan/do/study/act, LEAN, ISO, Technology Centers That Work, Model Schools, etc.) |

Standard 1 – Leadership and Administration

1.1

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| Vision and values decision-making process |
| Commitment to legal/ethical behavior (i.e. – code of conduct, required training, policies and procedures, etc.) |
| Adherence to technology center code of ethics guidelines |
| Plan for success (i.e. – high standards, culture of continuous improvement, etc.) |
| Methods of communicating to customers and stakeholders |
| Communications plan |
| Student surveys, minutes documenting student participation in advisory committee meetings, etc., |

1.2

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| Key policies and procedures of the governing board |
| Describe how personnel maintain knowledge of applicable laws and regulations and how staff is informed of changes that may impact programs, services, and/or operations |
| Listing of institutional and program regulatory bodies and accrediting agencies |
| Appropriate institutional/program policies and procedures (i.e. – live-work, attendance policy, distance education, etc.) |
| Listing of annual reports, disclosures, other public notices, etc. |
| Local, state, and national program approval processes, accreditation processes (i.e. – gainful employment in recognized occupation, annual accreditation status, etc.) |
| Describe ethical practices |
| Civil rights compliance |
| Formals plans for community relations |
| OKDHS reporting (TANF) |

1.3

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| Strategic planning process; SMART (specific, measurable, attainable, relevant, and time-bound) goals and objectives |
| Needs assessments, SWOT (strengths, weaknesses, opportunities, and threats) analysis |
| Diversity in representation as part of the strategic planning process |

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| Student body statistics and program enrollment trends |
| Labor market and economic studies |
| Occupational needs analysis for programs and services |
| Budgeting strategies |
| Program strategic plans alignment to district strategic plans (if applicable) |
| Leadership decisions based on advisory committee recommendations |

1.4 – Charts and Trends

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| Leader/Administrator communication analytics |
| Board of Education professional development points |
| Legal, regulatory, and accreditation timeline and findings |
| Breaches of ethical behavior, grievances related to ethics |
| Community involvement, contributions (time, money, etc.) |
| Funding levels, trends |
| Cost per student levels, trends |
| Cost per business training levels, trends |
| Action plan completion rates |
| Findings on regulatory oversight |
| Deficiencies on accreditation |
| Ethical/legal violations |
| Audit exceptions |
| Civil rights compliance findings |
| Oklahoma State Department of Education regional accreditation officer approval |

2.1

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| Instruction plans with competencies |
| Delivery methods utilized, teaching methods used, alternative teaching methods |
| Classroom Management |
| Instructor Effectiveness |
| Instructor reports |
| Principles of adult education |
| Programs descriptions |
| Overview list of assessments related to achievement, aptitude, interest, industry credentials, etc. |
| Program specific handbooks, policies |
| Grading system |
| Program-specific strategic plans, program-specific plans of improvement |
| Locally established program success measures or continuous program improvement tools |
| Rigorous CTE |
| Student records access |
| Adherence to live work policy |
| Accessibility to IEP, 504 plans, etc. |
| Increase awareness of bias and stereotyping (i.e. professional development) |
| Instructional adaptations or accommodations/modifications |
| Student/teacher ratio |
| Involvement with nontraditional and traditional |
| CTSO handbooks |
| CTSO programs of work (school/community service, etc.) |
| CTSO schedule of activities/events |
| CTSO competitive events, leadership opportunities beyond the local level |
| Career-related work-based training experiences– structure, supervision, monitoring, scheduling |
| Duty/task lists |
| Evaluation/assessment instruments |
| Guest speakers, life skills lessons, etc. |
| Counseling session records |
| Client success stories |

2.2 – Charts and Trends

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| Levels and/or trends related the Oklahoma <i>Career</i> Tech’s performance measures |
| Enrollment and retention rates (segmented by program) |
| Student/teacher ratios |
| Attendance and dropout rates (segmented by program) |
| Program completion rates (segmented by program) |
| Placement rates (segmented by program) |
| Accurate/timely data submissions |
| Numbers of industry credentials/certificates received by students (segmented by program) |
| Repeat and new businesses/companies served by program |
| Minority businesses served |
| Data from education partners |
| OKCareerGuide.org data |
| Technology Centers That Work (TCTW) data, Model Schools data, results of Lean Manufacturing, Lean Office, ISO manufacturing training |
| CSTO membership numbers, retention rates |
| CTSO meeting/competitive events involvement, achievement |
| Activity reports |
| Client/coordinator ratios |
| Contracts awarded |
| High school equivalency diplomas |
| Employer and/or instructor progress notes |
| TANF accounting records |
| TANF minimum retention/completion rate |
| Contract awards |
| Client improvement in competitive position |
| Milestone achievement records |

3.1

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| Guidance plan |
| Communication and description of guidance services |
| Guidance and/or Academic Team self-studies |
| Academic centers |
| Accommodation/Modification information, implementation, and documentation |
| List of assessments related to achievement, aptitude, interest, industry credentials, etc. |
| Interpreting assessment results |
| Individual career plans (includes academic and technical courses that support the career goal) |
| Use of learning styles in differentiated instruction |
| Curriculum, materials, and resource selection |
| Program syllabi with course objectives and content, schedules |
| Evidence of student advisement (i.e. – college credit information, employability, etc.) |
| Data from educational partners |
| Request for services process |
| Community/referral resources – collaboration, partnerships |
| Job placement process, identification and distribution of opportunities |
| Scholarship process, identification and distribution of opportunities |
| College and career fairs |
| Guest speakers, field trips, job shadowing, mentoring, mock interviews, live work, etc. |
| TANF/OKDHS procedures for job placement |
| TANF/OKDHS child care, transportation issues (case notes, correspondence) |
| Employability plans, portfolios |
| Resources – OKCareerGuide.org, ONet job link, etc. |

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| ADA transitional service plans, IEPs, 504s |
| Student support/assistance plans |

3.2

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| Communications and Marketing plan – utilizes the RACE (research, analysis, communication, and evaluation) components |
| Marketing strategies |
| Examples of communication and marketing efforts |
| Information accessibility via multiple platforms (i.e. – consumer information, student handbook, program specific handbook, job boards, college/career fairs, etc.) |
| Method(s) and timeline of communication with students, business and industry, and other customers/stakeholders during and outside of a school session |
| Opportunities and policies that exist for involvement in career and technical student organizations (CTSOs) |
| Institutional, program, business and industry collaboration with others |
| Describe how students are assisted with employability skills, informed of job placement opportunities, assisted with transitioning to postsecondary studies, provided opportunities to earn advanced credentials, etc. |
| Listing of economic development organizations, meetings attended, dissemination of information gained |
| Enrollment process (application, open entry/open exit, additional forms, etc.) |
| Recruitment strategies |
| Institution and program recruitment efforts, enrollment processes |
| Focus on diversity |
| Satisfaction and dissatisfaction determination of students, business and industry, other customer, and stakeholders |
| Instructor and/or program evaluations |
| Program advisory committee involvement |
| System for receiving and processing complaints |
| Listing of economic development organizations, meetings attended, dissemination of information gained |
| Measurement tools (analytics) |

3.3

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| Technology center budget |
| Board of Education meeting minutes |
| Planning meetings |
| Funding levels, trends |
| Cost per student levels, trends |
| Cost per business training levels, trends |
| Audit exceptions |
| Pell grant year-to-date listings |
| Perkins funding |
| Annual independent audit |
| G5 ending balance EDSA-YTD POD alerts |

3.4

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| Program-specific strategic plans, program-specific plans of improvement |
| Listing of level(s) – local, state, national – and delivery method(s) – face-to-face, workshop, conference, etc. – of technical assistance |

3.5 – Charts and Trends

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|---|
| Levels and/or trends related the Oklahoma <i>CareerTech</i> 's performance measures |
| Enrollment rates by program |
| Retention rates by program, if applicable |
| Student/teacher ratios |
| Attendance and dropout rates by program |
| Program completion rates by program |
| Placement rates by program |
| Accurate/timely data submissions |
| Numbers of industry credentials/certificates received by program |

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| Repeat and new businesses/companies served by program |
| Minority businesses served |
| Remediation rates |
| Data from education partners |
| OKCareerGuide.org data |
| CSTO membership numbers, retention rates |
| CTSO meeting/competitive events involvement, achievement |
| CTSO leadership |
| Activity reports |
| Client/coordinator ratios |
| Contracts awarded |
| Career Readiness Certificates (CRCs) levels and trends by program area, industry certificate/credential levels and trends by program areas |
| Levels and trends of student, business and industry, faculty, and stakeholder satisfaction and/or dissatisfaction |
| New programs added and obsolete programs discontinued |
| Postsecondary participation/completion |
| Wage placement data |
| Cost/Benefit per program |

4.1

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| Institutional, department, program, individual development and professional growth plans, participation, dashboards |
| Student files (i.e. – financial aid, program specific, etc.), record retention |
| Plan for follow-up of students |
| Regular review of program requirements |
| Awards and/or recognitions received |
| Methods of quality assessment to ensure continuous improvement |

4.2

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| Documentation of processes, cross training, etc. |
| Required documentation retention (i.e. – historical records, accreditations, fiscal reports, etc.) |
| Technology plan |
| Methods for tracking learning (i.e. – examinations, evaluations, grading practices, etc.) |
| Document appropriate personnel resumes, licenses, certifications, job descriptions, performance evaluations, etc. |
| Policies and procedures regarding data confidentiality and security |
| Record maintenance – financial aid, guidance, TANF |
| Plan for disaster recovery |
| Client visits |
| Work-based agreements – nondiscrimination assurances, insurance coverage, etc. |
| Follow-up |

4.3 – Chart/Trends

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|---|
| Levels and/or trends related the Oklahoma <i>CareerTech</i> 's performance measures |
| Enrollment and retention rates by program |
| Attendance and dropout rates by program |
| Placement rates by program |
| Numbers of industry credentials/certificates received by program |
| Repeat and new companies served by program |
| Daily operations data |
| Performance dashboard |
| Feedback |
| Market data |
| Best practices implementation |
| Professional development plan effectiveness |
| Help desk ticket volume, turnaround rate |

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| System uptime |
| Accurate/timely data submissions |
| Data loss |
| Data security breaches |
| Disaster recover test results |
| Business continuity checklist |

5.1

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| Plan for adequate staff to support the work of the institution |
| How appropriate certifications, licenses, and qualifications of faculty/professional staff are identified (job descriptions) |
| Educational preparation for academic integration |
| Plan for workforce recruitment |
| Plan for employee/volunteer orientation (onboarding) |
| Separation of duties, when required (bid assistance, financial aid) |
| Plan for environmental factors at appropriate levels within the institution's facility(ies) |
| Student/Teacher ratios by program area |
| Employee performance evaluations |
| Safety, compliance, grievance reporting procedures (i.e. – faculty handbook, etc.) |
| Flexible scheduling options |
| Accommodations/modifications provided, if applicable |
| Joint staff meetings, case management – notes, minutes |

5.2

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| Method(s) for collecting employee input, linkage to leadership decisions based upon input |
| TLE, McRel, etc. |
| Process, including documentation, for required training (blood borne pathogens, sexual harassment, emergency preparedness, etc.) |
| Professional learning needs assessment |
| Plan for development and professional growth |
| Opportunities for professional organization involvement, leadership |
| Resources to support professional development (mentor, individualized coaching, peer-to-peer coaching, small group collaboration, large staff development, professional learning communities, professional conferences, continuing education, etc.) |

5.3 – Charts and Trends

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| Highly qualified instructor percentage rates |
| Alignment of licenses/certifications to classified personnel job functions, if applicable (bus driver requires CDL license) |
| Teacher/student ratios |
| Faculty/staff retention rates |
| Faculty/staff turnover rates |
| Professional organization participation rates, leadership roles attained |
| Breadth/quantity of professional development participation |

6.1

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| Methods for developing a new program, current program improvement, or dropping a program |
| Overview list of program/course offerings, business and industry services, course sequencing, etc. |
| Plan for personnel participation in developing institutional policies and procedures (such as finance, financial aid, human resources, and/or recruitment and enrollment, curriculum and assessment selection, etc.) |
| Selection of program content and objectives, delivery methodology, resources and materials, learning management system(s), equipment, scheduling |
| Worksite documentation (i.e. – affirmative action policies, clinical checklists, internship contracts, etc.) |
| Plan for the guidance and counseling program providing all students with information about career and educational options and support students in their success (i.e. – individual career plans) |
| Plan for special accommodations/modifications |

6.2

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| Career counseling services |
| Career exploration opportunities (potential student tours, summer academies/camps, etc.) |
| Partner school administrator/counselor meetings |
| Participation/Leadership in chambers, committees |
| Executive officer network |
| Community service project involvement |
| Business and industry relationships, engagement, loyalty |
| Cultivating new/innovative relationships |
| Advisory committee membership |
| Meeting minutes |
| Actions taken based upon recommendations |
| Instructor reports, communications |

6.3

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| Who has responsibility for follow through |
| Scheduling |
| Fire marshal capacity rating |
| Plan for environmental factors at appropriate levels within the institution’s facility(ies) |
| Guidance/Academic team self-studies |
| Plan/Budget for maintaining and improving facilities, accessibility needs |
| Plan for acquiring equipment and supplies, equipment and supply inventories |
| Plan for facility and equipment maintenance, custodial care |
| Equipment safety features |
| Plan for disposal of obsolete equipment |
| Purchasing procedures |
| Bid approval process |
| Just in time delivery |
| Required safety, harassment training by personnel and customers |
| Describe how safety is monitored regularly (i.e – annual insurance risk analysis, fire marshal inspections, etc.) and how deficiencies are corrected |
| Safety procedures, signage, reports, inspections, injuries, etc. |
| Safety and emergency preparedness drills |
| Crisis intervention plan |
| Security plan |

6.4

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| Program specific safety handbooks, rules, practices, assessments |
| Guidance/Academic team self-studies |
| Plan/Budget for maintaining and improving facilities, accessibility needs |
| Plan for timing of acquiring equipment and supplies, equipment and supply inventories |
| Plan for facility and equipment maintenance, custodial care |
| Plan for disposal of obsolete equipment |
| Purchasing procedures |
| Bid approval process |
| Just in time delivery |
| Required safety, harassment training by personnel and students |
| Describe how safety is monitored regularly (i.e – annual insurance risk analysis, fire marshal inspections, etc.) and how deficiencies are corrected |
| Safety procedures, signage, reports, inspections, injuries, etc. |
| Safety and emergency preparedness drills |
| Crisis intervention plan |

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| Security plan |
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6.5

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| Process for documentation of policies and procedures, public notices, etc. |
| Recruiting activities, complaint management system |
| Nondiscrimination regulatory requirements |
| Compliance coordinator responsibilities – student training/documentation on awareness/prevention of harassment and discrimination |
| Implementation of Office of Civil Rights (OCR) recommendations related to grievance procedures |
| Analysis of disparate enrollment in programs |
| Clinical/Worksite agreements |
| Federal supplemental educational opportunity grant, federal work study, federal Perkins loan, etc. |
| Student files |
| Disclosure document |
| Written default management plan |

6.6 – Charts and Trends

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| Program/Training offerings |
| Operational performance measures |
| Community meeting/committee involvement, numbers/hours |
| Business and industry advisory committee meetings, participation rate |
| Facilities, transportation, equipment, maintenance schedules |
| Transportation incidents |
| Safety incidents |
| Emergency preparedness drills |
| Civil rights/federal programs consultant findings |
| Financial aid specialist technical assistance findings |